



Golden bricks

Every L.E.A. must have its dreams about Arab money, but in inner London they have just come true. The L.E.A. has sold an old secondary modern school in Chelsea to the Libyan Government for £1,250,000, and the unexpected profit is to be ploughed straight back into the authority's building fund.

The windfall was unexpected because Kingsley Boys' School, which was built in one of the bleaker periods of the last century, has not been used as a school for eight years since the birth of Pimlico School and the consequent secondary reorganization in the area. The children from two local grammar schools joined Pimlico, and the boys from Kingsley moved to their vacated buildings to form part of the first intake of what is now another flourishing comprehensive, Chelsea School.

The difficulty was that, although

Kingsley was at one time noted for the toughness of its secondary modern boys, its site at the corner of Upper Cheyne Row and Glabe Place was a highly desirable development area with very choosy neighbours. A building firm offered more than £500,000 for it, but its plans for high-rise flats were opposed by the local residents and turned down by the planning authority, Kensington and Chelsea Council.

Designs for town houses drawn up by a local architect did not get planning consent but they were never built, leaving the L.E.A. free to go ahead with the Libyan deal, concluded just before Christmas. In any case, the Libyans have said they simply want to walk in and use the building for its existing purpose, as a school for the children of Embassy staff and other nationals living in London, and, since it is zoned for educational use, no planning permission is necessary.

For the L.E.A. the money will be particularly useful at a time of cash limits, because falling rolls have set the authority on another bout of secondary reorganization, and tidy mergers often call for some new building. In any event it is in the fortunate position of being able to enjoy the full fruits of the coup because of its unique semi-detached status from the London borough's financing arrangements. Anywhere else, as recent TES news stories have noted, any profits that the education department can make are liable to be clawed back by the Treasurer.

... golden hare

Home-grown gold can be just as potent as the Arab variety and Kit Williams, author and illustrator of the phenomenally successful *Masquerade*, is now sitting on his own goldmine because of the stylish way in which he has harnessed the lure of the yellow stuff.

Published as a children's book by Jonathan Cape last autumn, this decorative account of the myth of the Hare and the Moon is still near the top of all the smartest best-seller lists, for adults as well as for children. This is partly attributable to the pictures, said Kit Williams now has a cult following in the art world, but is also undoubtedly because so many people are hooked on the chance of finding buried treasure.

Last September, a jewel-studded gold filigree pectoral, designed and made by Kit Williams, and then worth about £5,000, was buried, at dead of night, "somewhere in Great Britain", with Bamber Gascoigne ("a well-known person everyone respects") as sole witness. Clues to the treasure site are to be found only in *Masquerade*—and, so far, nobody has come anywhere near discovering it. People write letters to the author and make long-distance-phone calls claiming excitedly to be on the brink of breaking the code, but the golden hare's whereabouts still remain a mystery. Is it possible that a child might be the lucky finder? Kit Williams claims that no esoteric knowledge is re-



Kit Williams' hare: real treasure

quired; anyone who finds the key in *Masquerade* can take a spin to the exact spot.

Mr Williams admits that real treasure trove is a wonderful sales gimmick—it was entirely his own idea—but he stoutly defends his motives. The book is, he says, worth buying for itself. It took him three years to produce, working away in his Cotswold cottage, sometimes so cold that he set up a polythene tent indoors. In the early days, it was his wife's salary as a teacher which gave him the freedom to paint; now, he laughs, he can afford a gas fire. For *Masquerade* has made him a rich man. A reprint was ordered on the day of its publication, after 8,000 orders, and since then nearly a quarter of a million copies have been sold, which makes it the fastest selling children's picture-book ever.

Meanwhile, there is still a unique and beautiful piece of jewelry to be discovered, "as likely to be found by a bright child of 10 with an understanding of language, simple mathematics and astronomy as by an Oxford don".

Is anyone looking for a class project involving reading, number work and observation skills?

The choice of Eric Anderson as the new head of Eton did not come as a complete surprise to those who had been bandying likely names around dinner tables since Michael McCrum announced his retirement last year.

He is highly regarded as a scholar, particularly because of his distinguished work on Sir Walter Scott, and was thought a likely selection because scholarship is much more important at Eton nowadays. The old tradition that they did not care much for sports has long ago gone out of the window and, under McCrum, Eton has built up a considerable reputation for academic success. Recently it has appeared high on the lists of open awards to Oxbridge (last year it

was second only to Manchester Grammar School and above St Paul's), and the Provost and Fellows were clearly keen to maintain this position.

Another of Anderson's concerns has been to find ways of bridging the gap between the independent and maintained sectors, and a couple of years ago he collaborated with Vernon Bogdanor, the Oxford don, in an article for the TES that put forward their ideas for an integrated scheme that would allow local authorities to introduce selection at 14.

The two had met when Eric Anderson was head of the direct grant school, Abingdon, and Bogdanor was on the Oxfordshire education committee. They found that they were both dissatisfied with the solutions proposed during the Great Debate about education, and wanted to put forward a flexible scheme that could combine comprehensives with parental choice and selection—and get the best of both worlds.

Anderson still believes in direct grant schools and is very keen that the public schools should draw from within a field as possible—integration, not apartheid.

A changing NUPE

A couple of weeks ago labour group leaders and directors of education in 12 county authorities received copies of a sober and enlightening resolution which had been passed unanimously at a December conference.

"Conference in this International Year of the Child (1979) calls upon County Education Authorities to have the use of corporal punishment in our schools and to review the provision of proper levels of staffing, equipment and facilities, in particular the provision of nursery education for our children."

The interesting thing was that it had been passed by a meeting of teachers, or students, or left-wing socialists, but by representatives of the National Union of Public Employees, which includes caretakers, cleaners, dinner ladies, groundsmen and kitchen staff.

Not only is it the first resolution of its sort that NUPE has passed, but it marks something of a change of attitude on the part of caretakers, who are strongly represented in the union. In the past, groups of caretakers, who are middle-aged men, to call strict school discipline in a stamp out vandalism. In NUPE's South West Region conference it was thought that change can only be put in the growing enlightenment, and points that members are putting in a little higher than pay conditions.

He is currently negotiating some of his members on to governing bodies, which is possible if authorities choose to make provision for non-staff. Gloucestershire has already sent a caretaker to the governing body, provided that it is on their own school.

One NUPE man who doesn't shut out of negotiation is Mr Begley, secretary of the County Officers Branch, which put forward the resolution, the head of St Patrick's mixed and infant school, and NUPE rather than a teacher because he looks forward to when there is one public union. It was not, however, an educational commitment, but a local paper report on the published for throwing away which had inspired his members.

His own most ironic concern is the resolution's ban on nursery schools. When he was at a conference, which happened to place in Oxford, he saw paper placards outside the closure of all Oxford nursery schools.

More power to NUPE.

Next week

- Banquet for supper: Mortimer, playwright, lawyer, and his wife, the first of a Shakespeare series.
- Ken Worpole: How the help community politics in the 1970s can help schools.
- Education and Equality: new Penguin symposium.
- Introducing Lingo: Joe Shorrocks writes about a new column on language.
- Edward Hirsch: remembered as a gifted conservative and his postwar teaching practice.
- Who wants equality? Valerie Hanson, on the exclusive hunt for equal educational opportunity.

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Pontefract's cake: Pauline Stone of North Elmsall Harewood Lane School, Pontefract, won the first competition for school meal cooks at this year's Salon Culinare Internationale de Londres, held at Olympia on Wednesday. She is holding a ten-porcelain decorated savarin which the 33 finalists had to make in competition.

Strikes spread as union steps up cuts campaign

The National Union of Teachers will support strike action against spending cuts wherever it is needed. The effects of this hawkish strategy are now being felt in Avon and Nottingham with more

action threatened in Trafford. In Avon, where 9,000 pupils were sent home this week, parents are talking about legal action to force teachers back to work. Richard Garner reports

Parents consider legal action

Strike action by teachers over spending cuts threatened this week with the prospect of even more education authorities being effected in the next two weeks.

In Avon, 8,000 children were sent home for three days as members of the National Union of Teachers in nine schools went on strike. A three-day strike by teachers in five Nottinghamshire schools resulted in 1,400 pupils either being sent home or missing school completely.

Further strikes are also likely in Trafford and Coventry and the NUT's action committee is prepared to sanction strike action by any local association whose members feel spending cuts are harming the education of the children they teach.

In Avon, parents of the children at a comprehensive school, where 49 teachers are refusing to accept a new timetable and are holding their own classes in church halls, are considering suing the teachers for breach of contract.

The idea came up at a meeting of about 500 parents on Monday evening and will be considered next week, Mrs Diane Trew, one of the parents, said. "It would be as a last resort."

However, it is doubtful whether any such action could be taken—

education, but not the teachers.

Section 8 of the 1944 Education Act states that it is the duty of the borough council "to secure that there shall be available for their area sufficient schools for providing full-time education" suitable to the requirements of the pupils.

Parents in Harlesley cited this clause when they took the local council to court during last year's strike by school caretakers after it had closed over 100 schools during the action.

Their case went to the Court of Appeal where Lord Denning, Master of the Rolls, said that the council were "clearly breaking their statutory duty and the trade unions' leaders were inducing them to break it". Neither had immunity from the law.

However, no injunction restraining Harlesley from keeping the schools closed was granted since the strike was by then over.

Meanwhile, the strike action in Avon is likely to continue for at least the next two weeks with other schools being called out in rotation in protest over the authority's £4m education spending cuts.

Monday.

By today, the three-day strike by teachers in five schools will have ended. Teachers in the primary school attached to the nursery unit, Robert Mellors School in Arundel, returned to work earlier this week after a two-week strike. However, other schools may be called out on strike next week if the talks break down.

In Trafford, NUT members have warned of strike action within a fortnight. It talks over cuts in staff. Teachers in the primary school attached to the nursery unit, Robert Mellors School in Arundel, returned to work earlier this week after a two-week strike. However, other schools may be called out on strike next week if the talks break down.

In Coventry, there could be strike action over a plan by the local education authority to reduce staffing by 330 teacher posts. Mr Peter Kennedy, vice-president of the NUT, warned a meeting on Tuesday night: "We have acted in other parts of the country. We can act in Coventry, too."

Teachers are also refusing to cover for absent colleagues in at least four other authorities—Sutton, Leicestershire, Ealing and Hillingdon.

Kingston-upon-Thames, head teachers were warned this week that a proposal to axe 51 teaching jobs could harm the curriculum. The plan has been agreed by the council's policy and resources committee and would mean the loss of seven per cent of the teaching force.

Carlisle wins battle over staffing

by Biddy Passmore

Mr Mark Carlisle, the Education Secretary, and some of his Cabinet colleagues have successfully defeated a bid by Mr Michael Heseltine, Secretary of State for the Environment, to introduce an across-the-board cut in local authority staffing as part of the coming round of public spending cuts.

Education, which accounts for more than half of all local authority employment, could have lost the greatest number of staff, between 9,000 and 12,000 teachers would probably have lost their jobs.

Mr Heseltine was proposing a cut of between 2 and 3 per cent—worth between £200m and £300m—by equally applied to all local authority services.

Mr Carlisle sent a note round to his Cabinet colleagues before the meeting, warning them of the danger of an across-the-board cut and urging them to reject the plan if cuts in services were to be made, he said, they must be made openly and not through the back door.

At the meeting, the Education Secretary is said to have won his point without even having to speak to his memo. The suggestion, it seems, was rejected out of hand and the Cabinet decided to look for other ways of cutting.

Mr Carlisle's easy victory may well be explained by a change of heart in Mrs Thatcher. She is now said to accept that her Government has cut back as far as it can on the previous Government's school spending plans without doing permanent damage to the service.

However, observers say she is far from convinced that enough savings have been made in higher education, and that the polytechnics especially look set for a number of lean years.

This week

Maths: the first primary survey 6, 7

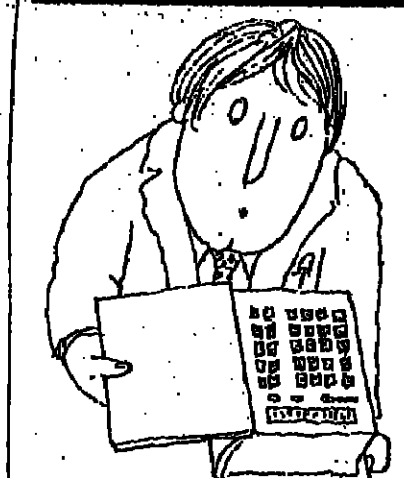
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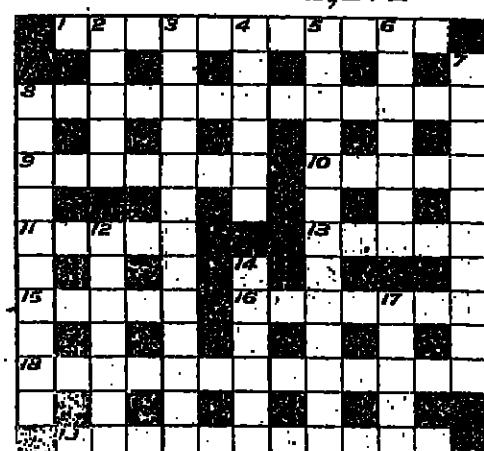


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Crossword No 1,172



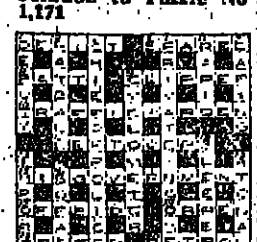
ACROSS

- 1 Shoemaker's increasing anger? (3, 3)
- 3 Facial symptom of a 12-ton endurance (7, 5, 3), but no mention was involved
- 9 In a 100, but no mention was involved
- 10 Disturb by which the carter is taken
- 11 Where to join the regiment (5)

DOWN

- 2 Oil not controlled by OPEC (5)
- 3 Serving place for AB (6, 3, 4)
- 4 No contract could make for growth (6)
- 5 Athletes for broadcasting? (6, 7)
- 6 Does it encourage the pilot to flap? (7)
- 7 Realizes that it involves arrests (10)
- 8 For one who would walk away from a fight? (5, 3)
- 12 Put me in pot for cooking (7)
- 14 Ability nullified by final back-up (6)
- 17 Speed reducer (5)

Solution to Puzzle No 1,171



Bridge

For some reason many fairly competent players are frightened of squeezes.

There are, of course, complicated three-suit squeezes against both opponents which do indeed require a high degree of perception and precision. But there are also simple squeezes, rightly called simple, which require little technique.

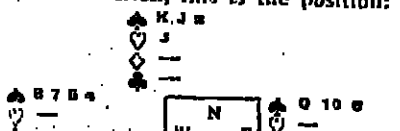
I had the immense pleasure the other day of watching a young, willing, but inexperienced partner pull off his first genuine squeeze.

East opened with one diamond, my partner (South) bid one heart, and I raised to four hearts. West led the king of diamonds and a second diamond, taken by East with the his ace of trumps and got off lead.

East now quite rightly played with his small trump. Any other play by East presents declarer with the option of returning an hand and

prospects for declarer are good, but not perfect. He has nine tricks on top—four trumps, three clubs and two spades—and two obvious ways of finding the tenth. Either was queen of spades may be with West (50 per cent) or the clubs may divide 3-3 (36 per cent) of the remaining 50 per cent. There are

An ingenious player will now take a spade finesse and go one down. A more aware player will also play the clubs, but will then play off trumps, ending in dummy. When dummy's last trump is led to the tenth trick, this is the position:

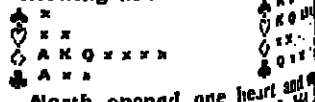


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East now quite rightly played with his small trump. Any other play by East presents declarer with the option of returning an hand and

taking the spade finesse. West remains.

Thus, my partner's careful play went unrequited. Later that evening I held the West cards in the following deal:



North opened one heart and my partner (East) doubled. I led a diamond and my partner led a heart. North led a heart and my partner led a heart.

North led a heart and my partner led a heart. North led a heart and my partner led a heart.

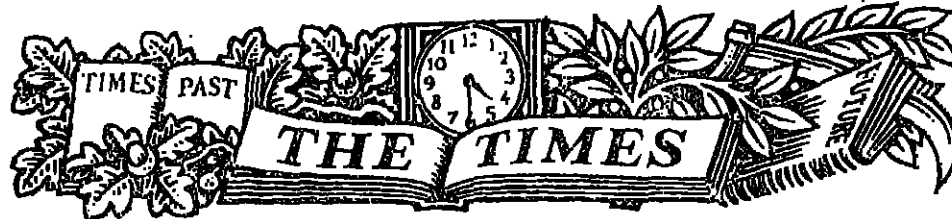
North led a heart and my partner led a heart. North led a heart and my partner led a heart.

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The first report of the Assessment of Performance Unit was finally published this week, a year after the first draft was completed and nearly two years since the tests were taken. It looks at the mathematical attainments of 11-year-olds and its main finding is that most have enough of the fundamental skills to do simple problems, but that their weak grasp of principles lets them down when it comes to applying their maths in unfamiliar circumstances.

Some might argue that the report lacks evidence to substantiate the first part of the conclusion, and begs the question of what constitutes the fundamental skills. But taken at its face value, the APU's conclusion echoes that of the primary survey carried out by Her Majesty's Inspectors. Improvements, they both seem to be saying, lie not in more attention to the basic skills and repetitive drills, but in developing children's abilities through the applications of these skills. It is interesting that the American equivalent of the APU, the National Assessment of Educational Progress, drew similar conclusions from their maths tests, which were also given in 1978, and produced results not unlike those of the APU.

But should these results be taken at their face value? Indeed, what is their face value? To any adult even moderately familiar with numbers, the proportions of children apparently unable to do quite simple-looking sums are horrifyingly large. For all its lengthy gestation



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Mathematics results that do not quite add up to an indictment

period, the report contains little to assist in an intelligent interpretation of these results. As the testers point out, questions of identical mathematical content were answered correctly by markedly different numbers of children, depending on the format of the question. There are bound to be ordinary clerical errors in tests of this kind and with children of this age and it is obvious that many of the questions were as much tests of reading comprehension as of mathematics. The report is less than enlightening

on whether some kind of discount should be allowed for such test-related idiosyncrasies—or whether these are the sort of results to expect.

Instead the APU sits tenaciously on the fence saying it has striven to produce a completely comment-free document. It is sensible enough to try to keep the APU and controversy at arm's length: the APU, ostensibly at least, is an instrument of measurement rather than of policy and there is an advantage in cloaking it with the trappings of unbiased objectivity.

But simply displaying the times—saying it is for others to divine the significance is naive and unhelpful. It is easy to predict what will happen as a result. The self-appointed guide, of "standards" who are sufficient to provide instant—and therefore the best remembered—reading these findings will have a field day. While reports such as the IIMF and APU's should have their greatest term effect, not in partially informed public debate, but in the more considered exchanges of in-service training sessions, public pressures can be schools, as the IIMF secondary survey recognized.

The APU could well take a leaf out of the publication of its American counterpart. With the results of its tests, NAEAP publishes interpretations of it by an independent panel of people know about tests and what children of this age can reasonably be expected to do. That could help to get the debate off to a more balanced and lightened start and leave schools less of an uphill battle when it comes to thrashing out a reasonable approach to the curriculum.

One thing such a panel would want to consider is how far the results are a genuine reflection of what children can and cannot do, and how far they represent peculiarities of the question. The report, as it stands, is to regard anything like test-related as peculiarities of the children rather than of the tests.

NEWS

Clegg pay survey may be delayed until after union conferences

by Stephen Cohen

The Clegg Commission report on teachers' pay may not be published until after the main teachers' union conferences. Professor Clegg, the chairman of the standing commission on pay comparability, said this week that he would submit his final report to Mrs Thatcher by early April.

The two biggest unions hold their conferences from April 5 to 11, and normally endorse the pay negotiations carried out by their leaders. This year they will find that the 1979 pay claim is still a long way from settlement. At the same time they will be giving their executives instructions for the 1980 claim.

Although Professor Clegg is aware that teachers will become more restless the longer they have to wait for the findings of the comparability study, his fellow commissioners are not prepared to rush through a report which might later be accused of inaccuracy.

The commissioners also intend to put their own interpretation on the findings of the job-comparison exercise now being completed by a firm of management consultants. Although it is thought their opinions will not be influenced by their experience of meeting teachers during the various stages of the study, several commissioners are understood to be angry at the argumentative stand taken by the teachers' side.

Hardly any matter has gone through the commission without the teachers' representatives raising cavils and objections. Compared with ambulance drivers, nurses and local authority workers—already dealt with by Professor Clegg—the teachers are said to be the most "nit-picking" and difficult.

"They talk more than any other group of workers," a spokesman said. The second stage of the comparability study is now nearing completion. As reported last week, extra non-teaching jobs have been created because the first stage of the study reflected the new level at which the education system was established. The outer London boroughs of the MCC officers (the Stuart Sexton's men have suggested ILEA); then they added another 100 to the job.

ILEA break-up urged in secret Tory report

A report by a secret Tory policy group recommending the break-up of the Inner London Education Authority is now in its final draft. The policy group, headed by Mr Mark Carlisle, and Mr Baker MP (Shorlock Holmes lived in Baker Street), has only been sitting for about three months and has produced its report quicker than expected. Members say it was easy to write, apparently because the supporting material was already available. The Marshall Inquiry had gone into the arguments in some detail and the opposition group on the ILEA produced a report in September recommending the break-up of the authority and the return of education to the individual boroughs.

It accepts that some kind of financial redistribution—such as needed, because poor boroughs like Tower Hamlets and Hackney would not be able to finance education on their own. The document also accepts the need for a special body to oversee the five inner London boroughs.

The group's "second best" recommendation is believed to propose direct elections to the ILEA, achieving greater financial accountability and helping to overcome the much quoted problem of the ILEA's remoteness. The solution forward by Sir Frank Marshall in his 1977 report on the ILEA into a statutory joint committee of the GLC, directly from the boroughs is not thought to have met with the group's approval. One member told the TES that

consultants hired by the commission to carry out the job-for-job comparison, said this week that they would have the results in two or three weeks' time. There was still no guarantee that they would be reliable—or that they would not. "We are professional optimists in this murky field," a company spokesman said.

Professor Clegg and his colleagues are understood to be upset at the TES report that the study had gone so wrong that they were now visiting schools to see teachers at work. Visits were intended from the start of the exercise, a commission spokesman said, and were a normal part of the work.

Similarly, the second stage had always been planned. The teachers' unions were informed last summer that the first phase would be completed by Christmas and the second by the end of the year.

Inbuscon, however, had said that the first stage might have produced findings which could have been used for an interim report. The unions were told of this possibility, in December last week, but it was made clear to them that it was no more than a possibility.

The unions now have to prepare their members for further possible delays in a Clegg award—and thus a delayed settlement to the 1979 pay claim—without provoking them into industrial unrest. The first signs of unease came from Scotland this week.

Teachers in Edinburgh, Glasgow and Lanarkshire went on unofficial strike on Wednesday to protest against the delay and the failure of the Scottish local authorities to award an interim payment in anti-inflation of Clegg.

Clegg was lobbied as he visited Stevenson College, Edinburgh. Mr John Pollack, general secretary of the Educational Institute of Scotland, said that the teachers were acting unofficially.

At a press conference after his visit, which also took in the Royal High School in the city, Professor Clegg would not be drawn on his reactions. "I was very impressed by the apparently demanding nature of the teachers' job," was all he would say.



Late transport rethink on the cards

by Biddy Passmore

The Government may still try to amend the school transport provisions of the Education Bill now being rushed through Parliament, although it is expected to pass the committee stage this week. Mrs Guy wrote accepting the offer.

When the next session (1977-78) started Mrs Guy was not given any classes. The first explanation came after she had written to the college principal in October. He replied that the employment of a full-time lecturer had led to a decline in part-time teaching and that her services were no longer needed.

The case was brought by Wiltshire County Council after two earlier hearings—at an Employment Appeal Tribunal and an industrial tribunal—had determined that Mrs Guy did have a "fixed contract" under the terms of the 1974 Trade Union and Labour Relations Act.

Lord Denning, Master of the Rolls, sitting with Lord Justice Ackner, said that Mrs Guy's contract was capable of two interpretations: (1) that it was for the period of the session beginning in the autumn term until the last day of the summer term, during which time she was to teach such courses as required of her—a contract for a "fixed term"; or (2) it was not for a "fixed term" but for specific courses—and that when those courses came to an end the contract was over.

Lord Denning chose the former, ruling that the views of the Industrial and Employment Appeals Tribunal that Mrs Guy had a "fixed term" contract was "intelligible and acceptable", and therefore the appeal was dismissed.

Lord Denning rejected a wider interpretation of the term "fixed contract" by the Employment Appeals Tribunal which would have included contracts drawn up to carry out a specific task—such as chopping down a tree or going on a voyage—under the scope of the Act.

Mr Graham Chynton the solicitor for NATFHE, said afterwards: "This does mean that lecturers employed for sessions do have to be treated as having employment protection rights. Authorities cannot simply reject them as being easily disposable."

However, Mrs Guy still has some hurdles to clear before she gets any compensation. She must now go back to an industrial tribunal to claim compensation for unfair dismissal or redundancy pay.

The ruling is unlikely to have any bearing on the position of part-time teachers in schools.

Part-time lecturers to get redundancy pay

by Richard Garner

An important ruling by the Court of Appeal last week now means that part-time lecturers will be able to claim redundancy payments or unfair dismissal.

Part-time lecturers are deemed to have a "fixed-term contract", which makes them eligible to claim unfair dismissal or redundancy if they are no longer given work.

The case concerned a part-time teacher at Swindon College of Further Education, Mrs Lynne Guy, who taught in the college's department of science and humanities between 1969 and 1977. In her college half the lecturers were retained to teach part time for an academic year.

Mrs Guy had received a letter from the college principal headed: "Offer of appointment for session 1976-77". It offered employment as a part-time teacher in specified classes for the year, and Mrs Guy wrote accepting the offer.

When the next session (1977-78) started Mrs Guy was not given any classes. The first explanation came after she had written to the college principal in October. He replied that the employment of a full-time lecturer had led to a decline in part-time teaching and that her services were no longer needed.

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Comment

Equality the voters really want?

For much of the time, the Labour Government of 1974-79 (with all its faults) was probably the nearest the country has been since the war to a consensus government.

Hampers by a world recession, pinned in by a negligible Parliamentary majority, its scope for even mild social change was minimal. With hindsight it is easy to criticize it for failing to leave behind a more equal society—or for failing to find the road to recovery—but the nation as a whole was clearly not sufficiently enthusiastic about either aim to support any controversial policies.

Perhaps the chief penalty of Britain's industrial decline has been that expectations of rising personal incomes coupled with improved social welfare have grown faster than the country's earnings. The Labour Government's main battle was with the resulting inflation. As a new Fabian study, *Labour and Equality* (edited by Nick Bosen-quet and Peter Townsend) points out, the conscious goal of egalitarianism (by which most of the authors seem to mean a more equal distribution of resources) was made to take second place to financial rectitude. Could the Government have done anything else? Though the book credits them with some real achievements, it certainly implies that they were too cautious in pressing on with reforms that in the authors' views were both economically and politically feasible.

In education they faced additional, familiar constraints, such as the inability of the central government to direct local government to adopt positive discrimination in spending, or cutting, their education budgets. The large statutory element of so much education spending restricted the switching of resources. There was also a general disappointment with the education reforms of the 1960s. When falling rolls offered a dramatic chance to transform the schools, the political will had been sapped.

As Professor Teresa Blackstone says in the education chapter, the Government did fulfil some of their election promises. Direct grant schools were abolished (probably increasing inequality), and the 1976 Education Act was passed to enforce comprehensive reorganization, reinforcing what the egalitarians took to be the single most important policy for equalizing educational opportunity. But they failed to achieve the nursery targets (abandoning Mrs Thatcher's programme), and balked at attacking the independent schools, even though, according to Professor Blackstone, it would have been possible to increase the state's own boarding schools and cut the large number of private places bought by the Government. More significantly they failed to consider the 16-19-year-old age-group soon

enough to work out a coherent policy, and the Henley squeeze killed even a modest pilot scheme for educational maintenance allowances to encourage pupils to stay on at 16.

Ironically the Labour Government's most expensive and impressive reform of the 1960s, the vast expansion of higher education, turned out to be by far the most expensive of the education budget, channelling yet more funds to those who started life with a head start, and yet it has also opened doors to thousands of working-class children.

This real inequality now lies at the age of 16 when too many able children leave school, which points once again to EMAs.

This book is founded on an indictment of Labour politicians. Harold Wilson, Jim Callaghan and Denis Healey are the scapegoats chosen by academic critics in search of someone to blame. The question underlying the critique, however, concerns the many voters' commitment to equality. Labour's failure to achieve equality at the expense of a policy which could barely attract a third of the popular vote. Its main corporate support came from trade unions which maintained a strong, conservative attachment to differentialism, and many of whose members voted for Mrs Thatcher. More equally at the expense of higher taxes or a tougher incomes policy was never a practical possibility for a minority government which had to work within an unheroic consensus. To blame this on Wilson and Callaghan is to fly in the face of reality.

Half-hearted blueprint

"There is a golden opportunity to achieve a consensus on educational reform and future generations will not thank us if we fail to grasp it," writes Vernon Bogdanor in *Standards in School* (page 10). This latest offering from the National Council for Educational Standards (the first in a new series of pamphlets called "Key-Shuttleworth Papers on Education") attempts to pull together the threads of post-Black Paper reaction, and distil a programme of (relatively) agreed action from the Great Debate.

It is quite sensible as far as it goes. The trouble is that it seldom goes far enough to get to grips with any difficult and contentious issues. For example, it repeats earlier Conservative demands for national standardized testing at nine and 13, but has neither the stomach nor the space for any serious discussion of how the results of such universal testing should be used. It must be a general rule that nobody should propose more tests unless they can also suggest the remedial action such tests should lead to. Mr Bogdanor talks of an early warning system, but national tests are neither needed nor likely to be effective for this purpose. All this particular, political play—which could well come to enjoy bipartisan political support—would do by itself is increase social pressure on teachers and pupils and raise anxiety levels.

The same failure to get beyond previous posturing is true of the sections on parental choice, the quality of teachers, and the possibility of secondary schools developing

their own separate specialisms. There is certainly something important to be done in the last of these, and this could well come to be a cornerstone of a conservative comprehensive school policy. But the snags such a policy would have to overcome are so obvious that it is superficial in the extreme simply to repeat generalities on the subject without saying anything useful about the genuinely difficult underlying problems.

On the quality of teachers Mr Bogdanor fails to add anything useful to the 1977 Green Paper; certainly anyone who believes that a Teachers' General Council would make it easier to weed out the less competent teachers has not thought about it very seriously. The fact is that every blueprint for reform has, by convention, a few paragraphs on this topic even if there is nothing new or useful to say. Mr Bogdanor should have resolved to keep quiet—unless he could treat the matter with the seriousness it deserves.

It is no discredit to the author to say that in the space of 20 pages he has not managed to advance a single argument which has already ranged over many acres of print. But the fact remains: this is disappointingly thin, and those engaged in primary and secondary education will conclude that in many places its brevity owes more to the author's desire to avoid difficult issues than to the brilliance of his analysis.

Breaking up London



When the Prime Minister and Mr Mark Carlisle receive their copies of the Tory group report recommending the break-up of ILEA, they ought to order a little supplementary research on the likely costs of such a reorganization before taking action.

The "Sherlock" group has been very quick in sifting through the policy options, at the urgent request of Westminster and Wandsworth borough councils; it is easy to see how they are tempted by the immediate police force of getting education away from ILEA (which Labour normally controls) and handing it over to the inner London boroughs, in some of which the Tories are strong. Some of ILEA's best friends would agree that it is still too remote from its clients, despite Peter Newson's more de-

volved administration, and there is doubt that it enjoys an enviable—and desirable—freedom from accountability to ratepayers.

Nevertheless, it is not enough to be up superficially convincing models of thorough administration that might break-up pressure group have argued and pretend that there will be no inflationary effect. It can be taken as a development, Parkinson's Law that, whenever an organization is split up into self-supporting units, the escalation in bureaucratic costs is inevitable.

It is necessary to go back no further than the 1963 London Government Act for example, when the old Middlesex County Council was broken up, and with Essex, Essex, Hertfordshire and Surrey. Twelve months of the Act came into force in 1965, administrative costs went up by 20 per cent, an increase due attributable to the break-up. Not only did the cost of reorganization exceed the new level at which it was established. The outer London boroughs of the MCC officers (the Stuart Sexton's men have suggested ILEA); then they added another 100 to the job.

It has to be remembered that the way through Westminster for example, followed in footsteps of Harrow or Barnet it would not only its own chief education officer, deputy and assistants, but the whole of departmental officers and advisers everything from maths to careers, and so on, to special education. And so on through the rest of the boroughs.

The most wistful optimist could expect such a reorganization to add less than twenty per cent to the bill the next round. Hardly the sort of cost-cutting attack on wasteful bureaucracy that the Treasury is looking for, though Sir Henry Cutler may have other goals in mind. It would seem particularly mad at a time when the school population in inner London is dropping so sharply that ILEA is merging schools on all sides. Fewer children, fewer schools but more bureaucrats?

There is also another hidden cost of reorganization, as George Cooke's article on page four underlines. The education system is a man and woman who run it, and the men and women who run it are not able to finance education on their own. The document also accepts the need for a special body to oversee the five inner London boroughs.

The group's "second best" recommendation is believed to propose direct elections to the ILEA, achieving greater financial accountability and helping to overcome the much quoted problem of the ILEA's remoteness. The solution forward by Sir Frank Marshall in his 1977 report on the ILEA into a statutory joint committee of the GLC, directly from the boroughs is not thought to have met with the group's approval. One member told the TES that

No comment

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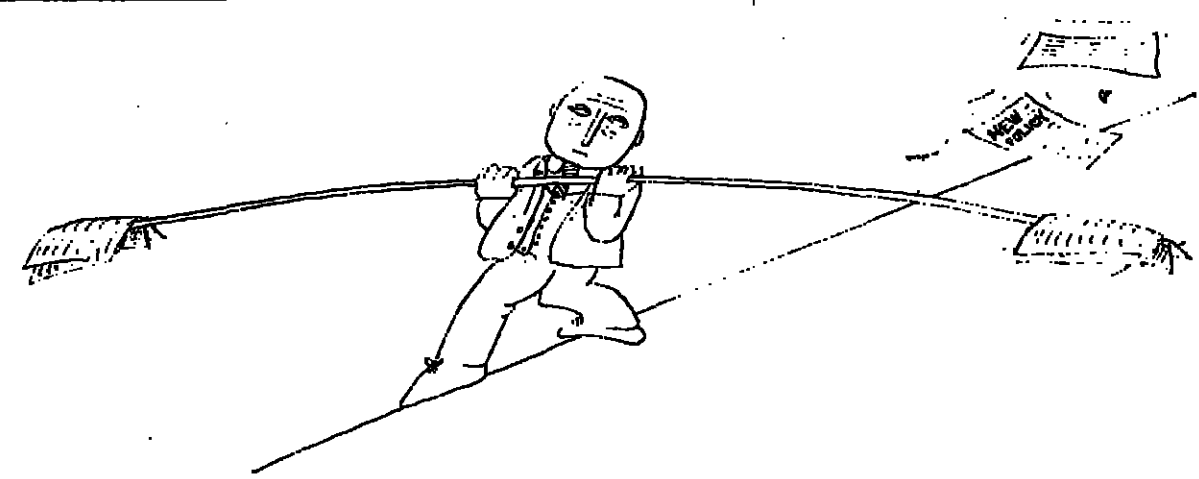
Platform

Local government has suffered so many political pressures that chief education officers are faced with an almost impossible job, former CEO George Cooke believes

The early retirement on health grounds at age 53 of Conrad Rainbow, chief education officer of Lancashire and, more tragically, the sudden death of Ron Greenwood, chief education officer of Merion, just a few weeks before he was due to be installed as President of the Society of Education Officers, have given added significance to the question: has the job of a chief education officer really become impossible?

The views I express here are my own and in no sense the "official" stuff of my predecessors, and the officers and members of that distinguished body will not be surprised when I say that many CEOs to my certain knowledge, firmly intend to retire, as I did, the moment they reach 60 even though a few years back they would never have contemplated going so early. Many would go before 60 if they could on reasonable terms.

If one looks for the causes of our present discontents, it is certainly necessary to go back to local government reorganization itself. Lord Redcliffe-Maud's Royal Commission in 1969 had corrected the existing weaknesses of local government. But in the even reorganization did not bring unitary, all-purpose authorities of more equal size, status and resources. It did not bring a new and improved system of local government finance. What we got was a nasty, shabby political compromise, extravagant, ill-considered and ill-timed. The education service, being the biggest and most expensive service in-



Too tough at the top

involved, inevitably suffered most as a result.

It is possible, nevertheless, that things might have worked out and that a bad system might have been made to work reasonably satisfactorily, if reorganization had not coincided with the oil crisis, the industrial unrest and the political change of the winter of 1973-74.

The result was a call for rearmament in the public services, and that meant that in many areas most of the improvements achieved, particularly those designed to achieve a synthesis of "best practice" among merging authorities, had to be abandoned and in their place came compromise, confusion,

assisted place" scheme to take the most able children out of the state system altogether. Throughout the period, the independent schools flourished as never before. There were some people, who stressed that organizational changes by themselves would never produce a better education system; that the key lay rather in the selection and training of the teachers and their professional skill and morale of the teachers; but their voices went unheard.

Every education officer with a proper sense of his responsibilities and limitations knows that everything he does must be judged ultimately by what goes on in the classroom between teacher and students. Every education officer therefore must be concerned above all with the quality of the teaching force and alarmed if the standards and morale of the teachers and his relationships with them deteriorate.

During the last five years, I believe that the morale of the teachers has deteriorated markedly, for reasons both external and internal to the profession. Among the external reasons were (obviously) the anxieties generated by rearmament, reorganization and contraction, the threat of unemployment or uncongenial employment, and the constant stream of criticism. The politicians and the community at large turned on the education service and skillfully confusing cause and effect, blamed it for virtually all the bad things in sight, from broken homes to declining industrial productivity.

The confidence of the teachers was shaken. At the same time, within the profession itself, there was a steady and perhaps inevitable decline in professional commitment, an increasing preoccupation with salaries and conditions of service, a greater willingness to take industrial action regardless of its effects on pupils.

In all these ways—and no doubt many others which could be identified—the job of the chief education officer became infinitely harder during and after local government reorganization. The job is not of course "impossible", it is even uniquely difficult. However, it does seem fair to warn future aspirants to chief education officer posts that a new balance has to be found somehow between commitment and survival, and that if you care too much you are likely to be deeply hurt. And it does seem fair to warn the politicians, particularly the local politicians, that the pressures on chief education officers are symptomatic of pressures upon the education system as a whole which could lead to its removal altogether from local authority control.

Increasingly I hear comments like "Local government is dying, and deserves to die off. Education would be better off outside local government". There is no doubt that pressures towards centralized control of education are strong, and were it not for the frightening example of the National Health Service, would be greater. Yet I still believe that it would be a sad day for our country

if local government were to be ineffective control of education, because that would finally spell the end of strong, effective local government. I note with dismay the ways in which many governments (of both parties) manoeuvre to limit their power to compel local authorities to "do the job". The present Conservative Government which has made such a noisy removing a few unimpaired central controls from local authorities, and unashamedly played the old game of transferring the odium generated by higher education and worse services from the local authorities, but what it worries me most is the incapacity of the local authorities to save the seeds of their own destruction.

It must surely be apparent even the most blinkered local politicians and corporate managers, local government has no right to survive regardless of its behavior. Do they see that the prime function is running, not cutting budget by budget, must somehow, even in the difficult financial circumstances, demonstrate that they can provide services in a more humane, efficient and cost-effective than any other alternative for government?

Do they really know about care about the services he supposed to be responsible for? Do they understand that to lose control of education is to lose control of education? They see that unless education officers and teachers feel that education service is about to be taken over, they will not do it. They will look for salvation—as the doctors did.

Do they appreciate that if public confidence remains, government will be destroyed by the increasingly expensive service line in quality to a generally acceptable level. I'm not sanguine that anything now will make much difference. But if there are local party political scenes, if national party political scenes have no wish to see a situation which future central government can impose their will on, which effective system of education is still to be maintained, the local politicians must believe that it is not too late to save that precious thing called education. It is gravely dangerous if it is to be saved, that they who purport to work for and on behalf of local government, for local government members and officers, must know what they know.

Does all that suggest a book more in anger than in sorrow? I do, then—in the message words used in the public sphere strikes last winter—so be it. I look back over the years, and I feel angry. I care for, and I care too much you are likely to be deeply hurt. And it does seem fair to warn the politicians, particularly the local politicians, that the pressures on chief education officers are symptomatic of pressures upon the education system as a whole which could lead to its removal altogether from local authority control.

Increasingly I hear comments like "Local government is dying, and deserves to die off. Education would be better off outside local government". There is no doubt that pressures towards centralized control of education are strong, and were it not for the frightening example of the National Health Service, would be greater. Yet I still believe that it would be a sad day for our country

George Cooke was chief education officer of a county authority for 15 years, and was president of the Society of Education Officers from 1975-76. For the last year, he has been general secretary of the S.E.O.

NEWS

Revised Bill fails to soothe council fears on block grant

by Sarah Bayliss

The revised Local Government Bill, reintroduced in the House of Commons last week, does nothing to allay the fears of local authorities over the new block grant funding policy.

The Bill, produced by the Department of Environment, was withdrawn from the House of Lords in December after considerable opposition about its length—246 clauses—and the constitutional implications of introducing such a far-reaching Bill in the Lords rather than the Commons.

The new Bill is significantly shorter with only 149 clauses and much of the stuffing cut out. In one important respect it has responded to local authority pressure by easing tight definitions on capital spending.

As originally envisaged allocations will be made for five main

blocks of expenditure—education, housing, transport, social services and other services—but councils have been given the new freedom to pool these allocations and to use the total sum on what they choose. In the previous Bill there could only be a 10 per cent movement from one block to another.

Mr Heseltine, the Environment Secretary, has remained adamant, however, about the block grant proposals for revenue spending replacing the old rate support grant system. These give central government the power to assess the spending needs of authorities and the services within them, and allocate money accordingly.

Mr Heseltine believes the block grant will curb the big spending local authorities; his critics, including all the local authority associations, say it will merely create vast technical problems and unwelcome government interference.

Mr Prior favours 'Open Tech' plan

Plans to start an "Open Tech", using the distance-learning techniques developed by the Open University, are still at a preliminary stage in the Department of Employment. Officials are now considering a paper on the subject prepared in October.

Mr James Prior, Secretary of State for Employment, is anxious to stress that he does not envisage a micro-image of the Open University, with resources concentrated on one site. It seems that the paper proposes a much looser structure, using and building on a number of existing centres of distance learning such as the National Extension College at Cambridge.

Mr Prior is a strong supporter of the scheme and has been raising it at regular intervals over the past few years. However, the idea is said to be encountering some sturdy opposition from DES officials.

Personal column

Gerry Fowler

Official policy

DES policy for higher education becomes ever more puzzling. When I write "DES policy" I mean exactly that. Since it spans the lifetime of more than one Government. In any event, Ministers do not normally dictate letters to institutions or L.A.s, nor frequently monitor in detail the implementation at grass-roots level of the policy guidelines they have determined.

A good example of mistaken policy was the general approval of degree courses in the development of Education which were seeking to diversify into what the DES called "general" higher education. Strangely, all higher education which was not teacher education was "general". Inevitably, the colleges sought to mount courses mainly in the humanities and the social sciences, since this was where the expertise of their staff lay. Even if they had had engineers on their staff and fully-equipped workshops and laboratories, they would have failed to attract students to applied science or technology courses, since there were already far more places in these disciplines in higher education than there were qualified students to fill them.

Only five years later—just long enough (at a pinch) to design a course—and see its first intake through to graduation—we find the DES worried by the large number of humanities degree courses, and the poor recruitment figures of some of them, not least in modern languages. Some of the courses have to close. Yet the DES pattern of a L.A. subject choice. It has just about the same number of pupils studying modern languages. It follows logically that some arts disciplines were eminently suited to occur, and why was the general approval ever issued?

Part of the answer is undoubtedly that one branch of the DES was responsible for the recruitment of the colleges of education and another (together with the Inspec-

Three further pay rises expected in coming months

Unions settle for interim 7.5%

by Stephen Cohen

An interim pay rise of 7.5 per cent—or a minimum of £288—was accepted by teachers' leaders last week after seven hours of talks in the Burnham Committee. Most teachers now get 17.2 per cent more than they did last March. College lecturers agreed to the same rise a day later.

The interim rise is backdated only to January 1. This means that the real increase in salaries during the current pay year is only 11.05 per cent, so far.

Three more rises are expected during the coming months. The Clegg Commission comparability award, which will be announced at Easter, will be paid in two stages—half backdated to January and the rest from September. And there is the April 1990 settlement to be negotiated.

Last week the management's first reply to the teachers' 9.2 per cent claim (equivalent to 10 per cent on 1978 pay) was to offer 6 per cent.

This was rejected immediately. An offer of 7.5 per cent on current pay rates was then made provided teachers abandoned the agreement to receive half the Clegg rise in January. All of it would be paid from September, the management said. This was also rejected immediately.

The third offer was of 7.5 per cent—with no strings. Only the National Association of Schoolmasters-Union of Women Teachers opposed this and insisted that the full original claim should be paid. The other unions accepted and the deal was struck.

Details of the new pay scales are in the accompanying table.

The rise means that the £60 a month that teachers have been getting since April will be included in the new increase. This was payment "on account" from the coming Clegg rises. The £60 paid so far "on account" is to be repaid in three instalments: £33 in February and £13.50 in March and April.

Another halting step towards replacement of the Burnham Committee, which negotiates teachers' pay, was made this week when leaders of local authorities and teacher unions met in London.

Plans for a joint negotiating committee to deal with pay and conditions of service were first put forward last February. The fourth draft of the committee constitution was discussed yesterday. Progress has been slow because of inter-union disagreement on whether the Department of Education should have seats on the proposed committee.

New salaries from January 1

Salary scale	Min	Max
0. 3519	6,424	12,523
1. 3562	7,442	13,543
2. 3770	8,461	14,562
3. 3881	9,479	15,582
4. 4002	10,498	16,602
5. 4102	11,513	17,622

Scale 1	0-12	Scale 3(S)	13-22
Scale 2(S)	7-10	Scale 4	23-25
Scale 3	10-20	Scale 5	26-28

Below	Min	Max
Gp4	4314	6225
Gp5	5034	6823
Gp6	5751	7421
Gp7	6468	8019
Gp8	7185	8617
Gp9	7898	9215
Gp10	8611	9813
Gp11	9324	10411
Gp12	10037	11009
Gp13	10750	11607
Gp14	11463	12205

Head	Min	Max
H1	11,513	17,622
H2	12,523	18,632
H3	13,543	19,642
H4	14,562	20,652
H5	15,582	21,662
H6	16,602	22,672
H7	17,622	23,682
H8	18,632	24,692
H9	19,642	25,702
H10	20,652	26,712
H11	21,662	27,722
H12	22,672	28,732
H13	23,682	29,742
H14	24,692	30,752
H15	25,702	31,762
H16	26,712	32,772
H17	27,722	33,782
H18	28,732	34,792
H19	29,742	35,802
H20	30,752	36,812
H21	31,762	37,822
H22	32,772	38,832
H23	33,782	39,842
H24	34,792	40,852
H25	35,802	41,862
H26	36,812	42,872
H27	37,822	43,882
H28	38,832	44,892
H29	39,842	45,902
H30	40,852	46,912
H31	41,862	47,922
H32	42,872	48,932
H33	43,882	49,942
H34	44,892	50,952
H35	45,902	51,962
H36	46,912	52,972
H37	47,922	53,982
H38	48,932	54,992
H39	49,942	56,002
H40	50,952	57,012
H41	51,962	58,022
H42	52,972	59,032
H43	53,982	60,042
H44	54,992	61,052
H45	56,002	62,062
H46	57,012	63,072
H47	58,022	64,082
H48	59,032	65,092
H49	60,042	66,102
H50	61,052	67,112
H51	62,062	68,122
H52	63,072	69,132
H53	64,082	70,142
H54	65,092	71,152
H55	66,102	72,162
H56	67,112	73,172
H57	68,122	74,182
H58	69,132	75,192
H59	70,142	76,202
H60	71,152	77,212
H61	72,162	78,222
H62	73,172	79,232
H63	74,182	80,242
H64	75,192	81,252
H65	76,202	82,262
H66	77,212	83,272
H67	78,222	84,282
H68	79,232	85,292
H69	80,242	86,302
H70	81,252	87,312
H71	82,262	88,322
H72	83,272	89,332
H73	84,282	90,342
H74	85,292	91,352
H75	86,302	92,362
H76	87,312	93,372
H77	88,322	94,382
H78	89,332	95,392
H79	90,342	96,402
H80	91,352	97,412
H81	92,362	98,422
H82	93,372	99,432
H83	94,382	100,442
H84	95,392	101,452
H85	96,402	102,462
H86	97,412	103,472
H87	98,422	104,482
H88	99,432	105,492
H89	100,442	106,502
H90	101,452	107,512
H91	102,462	108,522
H92	103,472	109,532
H93	104,482	110,542
H94	105,492	111,552
H95	106,502	112,562
H96	107,512	113,572
H97	108,522	114,582
H98	109,532	115,592
H99	110,542	116,602
H100	111,552	117,612

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NEWS

Winners and losers in the numbers game

The first primary maths survey contains cold comfort for schools. Most pupils can do simple sums, it says, but find it difficult to apply their knowledge

by Bob Doe

Most 11-year-olds can do simple sums but their grasp of multiplication, division, decimals and fractions is weak, says the first report of the Government's Assessment of Performance Unit published this week.

Many of the 13,000 pupils in the sample also floundered when the simple sums they were able to do when presented in a straightforward way were presented in unusual or problem-solving formats. The report says:

"Most 11-year-olds can do mathematics involving the more fundamental concepts and skills which they have been introduced to and also simple applications of them. There is, however, a fairly sharp decline in performance as pupils' understanding of the concepts is probed more deeply and their basic knowledge has to be applied in more complex settings or unfamiliar contexts."

"While pupils generally understand the basic idea of symbols, graphs and diagrams, many find translating and manipulating symbols too abstract to deal with and perceive only what is immediately evident in graphs and diagrams."

A representative sample of about 1,000 schools took part in the tests for 11-year-olds set in 1978. Only pupils whose birthdays fell on certain days in the month were asked to take part. The testing was done for the APU by the National Foundation for Educational Research.

The 50-question tests were expected to take about 50 minutes, though there was no time limit. Each pupil, in effect, had only a sub-test covering three of the 13 different categories of maths the APU believes cover the whole spectrum of primary maths.

The results of 26 different sub-tests were aggregated to produce a national picture. It was as much a matter of practicality as policy that the APU decided not to say anything about the performance of individual pupils, schools or local authorities.

The average scores in Wales and the North of England were above the average for the whole of England and Wales. Scores in the Midlands were below.

The report also suggests that children do better in smaller schools (fewer than 200), larger classes, in more affluent areas (indicated by the numbers of free school meals), and outside large cities. It warns, however, that great care is needed in interpreting such findings and that this is not necessarily cause and effect. The smaller classes, for instance, include remedial classes.

Boys did slightly better than girls in all categories of maths, except computation with whole numbers and decimals where girls were markedly better.

A smaller sample of 1,000 11-year-olds also took practical tests given face-to-face by an NFER tester. These included giving change, estimating the length of a line and halving a piece of string.

A further 1,500 pupils filled in questionnaires on how they answered the tests. Their attitude to maths, the report says, is the best indicator of their liking of maths as a whole.

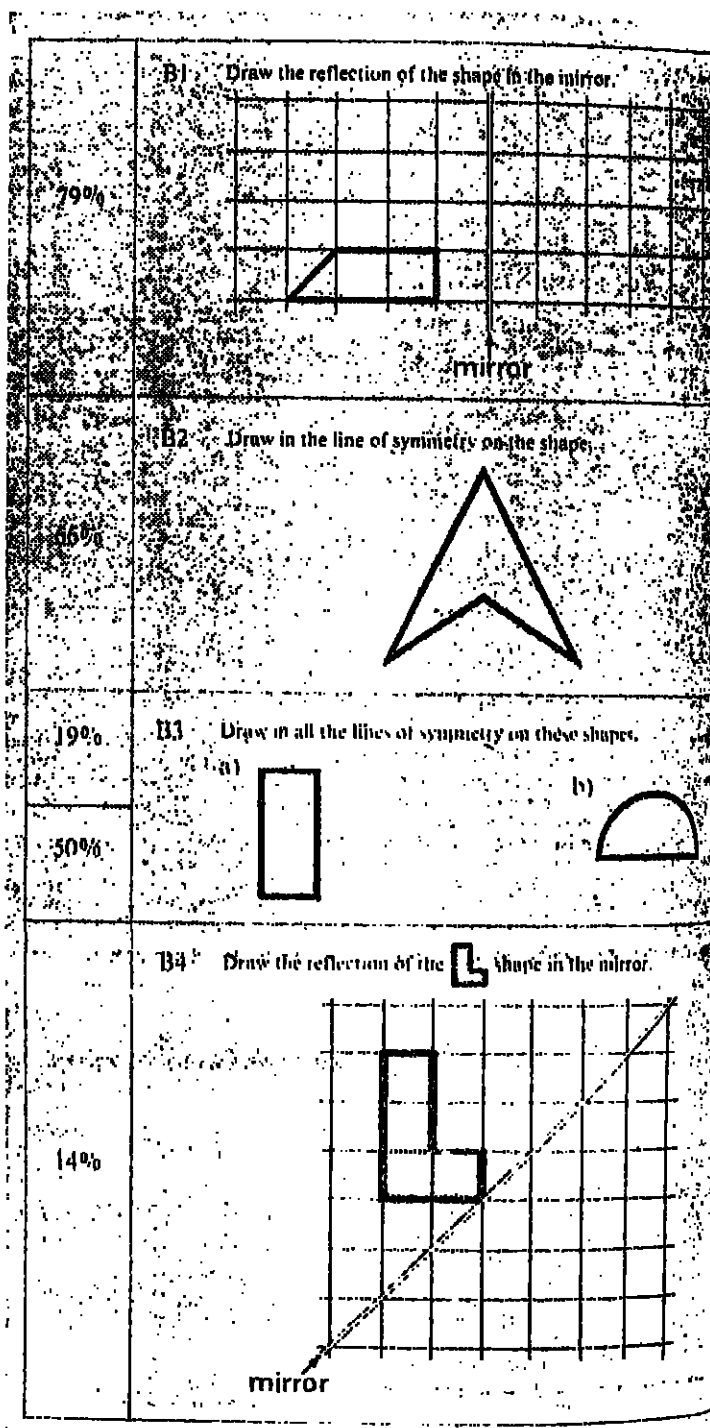
The overall score on the written tests was 49 per cent, though little significance can be attached to this figure. It would have been higher had more easy questions had been included and lower if harder questions had been set. The tests were deliberately designed to span the whole ability range and no pupil was expected to have been taught everything that was included in the survey.

The unit's report does not say how the results are being used. It says that the content has been ruthlessly expurgated from the curriculum. No conclusions are drawn and no guidance given on what reliance can be placed on tests in which pupils have little or no incentive to do well.

Pupils know that nothing depends on the outcome of these tests and that neither they nor their



Above right and on opposite page: sample questions from the survey. The percentage of pupils who answered the question correctly is shown in the left-hand panel.



teachers would see the results of them. The instructions to teachers giving the tests stipulated that children should be told that there were hard questions and that they should leave these if they could not do them.

Teachers in the schools tested were asked how appropriate they thought some of the questions were. They were not asked about the appropriateness of the calculations involving whole numbers and decimals, fractions, or applications of maths.

Only half of the teachers—or less—thought the questions on symmetry, coordinates and temperature were appropriate, whereas over 90 per cent thought that questions about money and time were. Pupils' scores on these varied very much in line with teachers' appraisals of the questions.

The written tests covered number; measures of time, length, money, etc; geometry; algebra; and statistics.

Number

The tests were designed to measure both the content of number and pupils' ability to calculate. Ninety-five per cent could estimate 'nineteen' into digits while nearly three-quarters could say which number is 10 times 100. Two-thirds got the number that is one less than 2010.

Pupils only had a "tenuous grasp" of decimal place value. Over half ticked the line "0.56 is less than 1.3" but nearly a third ticked "0.56 is greater than 1.3". More than three-quarters could put four decimal numbers in order of size but less than a quarter could do it if there were two places of decimals.

Conversions of familiar fractions like "one quarter" to percentages were successfully done by a half, but only a quarter could give the decimal equivalent. Forty per cent could turn tenths into decimals but only 30 per cent could do it for hundredths. Fewer than 40 per cent could do it the other way round.

Though no examples are given, the report says adding two four-digit numbers was done correctly by 80 per cent when there was no carrying, and 80 per cent when there was. Only 65 per cent could add three two, three- or four-digit numbers presented vertically.

Subtractions where no "borrowing" was needed was done successfully by about 90 per cent. But when borrowing was involved the success rate—or "facility index" as the report calls it—fell to between 80 and 65 per cent depending on how complicated it was.

Almost all pupils could manage decimal additions, as long as the numbers were presented one over the other with the decimal points aligned. Only 60 to 70 per cent

could do it when arranged horizontally or when different numbers of decimal places were involved. About half could subtract the simpler decimal numbers but only a quarter could when the numbers of decimal places differed.

Pupils could multiply decimals as well as whole numbers but the decimal multiplier appeared in the number being multiplied.

Top score for division was 70 per cent who could divide 84 by four. Only 40 per cent could do the same sum presented in the ratio form of 84 over 4. The presence of a zero in the answer also baffled some. Only about half got 8.6 divided by 8.

The report says pupils' poor concept of place value let them down when it came to practical skills. Fractions were among the hardest questions of all though a minority achieved quite high scores. About two-thirds could add fractions like $\frac{2}{3} + \frac{3}{5}$.

where the denominators were the same. But fewer than one third could do so when denominators were different, or if three fractions with the same denominator had to be added. Scores for subtracting fractions were 10 to 20 per cent lower.

Applications

Performance in simple arithmetical operations declined when pupils were required to apply them

to practical or unusual contexts. Only about half answered correctly. "256 children are going to tea at the Christmas party. How many can sit at a table if the tables will be needed?"

Only a third could say how far a car had travelled, given time and after speedometer readings, though a half could do the same forward subtraction. More than a third could do, "A lorry was full of petrol every 7 miles. How many gallons would it use on a journey of 108 miles?" though a half could do such a problem if there was a fraction in it.

Measures

What the APU calls "measures" covers time, money, mass, length, area, volume and capacity. Included were questions on coins, 12 and 24-hour clocks, the principles of balance and thermometers. Half the pupils could add and subtract cost of four items, 60 pence, and the other half 75 pence. Only one over half knew that a tonne was 1,000 grams. Between 80 per cent of the pupils could do clock-face questions correctly.

More than 80 per cent could do a temperature if its value could be described about a route on a grid in terms of North, South, East and West. Only a third could give a negative temperature correct.

NEWS

US maths survey comes to similar conclusions

Maths tests given to schoolchildren in the United States two years ago have come up with very similar results to those from the Assessment of Performance Unit's tests, given to English and Welsh pupils in the same year.

A report from the United States National Assessment of Educational Progress says, "Although they can generally handle the mechanics of mathematics, many American students are stumped when it comes to applying these skills to everyday problems."

Pupils can add, subtract, multiply or divide reasonably well, but they have difficulty in deciding what computation is called for when problems are presented in word form, the United States agency says. Many lack real understanding of such concepts as fractions, decimals and "percent."

The NAEP has been monitoring standards in the United States since 1969, and the British APU has copied many of their mathematics testing features. But performance in each country is not directly comparable as the Americans test at nine, 13 and 17, and the APU at 11 and 15.

Where similar questions allow some comparison, the scores of the nine and 13-year-olds in the United States roughly straddle those of the British 11-year-olds.

There appear to be no APU results to compare with the American findings that 45 per cent of nine-year-olds knew items from tables like 8x8; 69 per cent got 5x9; and 56 per cent got 9x8.

Only 12 per cent of American 13-year-olds got the area of a square given the length of a side. The 37 per cent of British 13-year-olds who managed such a question was nearer the 42 per cent of American 17-year-

old students giving a correct answer. On average 34 per cent of the nine-year-olds and 84 per cent of the 13-year-olds Americans can do sums like $76 \div 7$; 57 per cent of British 11-year-olds got them right.

Nine-year-olds in the United States are apparently as good as British 11-year-olds at subtractions involving "borrowing" (the Americans call it "regrouping") with scores of between 50 and 65 per cent depending on the complexity. There is no telling, of course, how nine-year-olds in England and Wales compare. The 13-year-old Americans scored 85 to 90 per cent.

The two monitoring organisations differ in the speed with which they report. The Americans produced full reports within a year on their 71,000 sample of three different age groups, complete with full analyses of 700 questions used. The APU are more than six months behind them with their first report, but—unlike the Americans—this is the first time they have done such an exercise.

The NAEP also differs from the APU in the way it handles its results. It gives more information on what pupils seem capable of doing, and also convenes a panel of mathematics experts to try to interpret the survey results. The APU say that their job is just to present the bare facts.

The apparent inability of students to tackle the applications of mathematics is interpreted in the USA as a result of a "back to the basics" movement, of too much attention to drills and of insufficient problem solving practice.

Mathematical Knowledge and Skills, Report No. 09-MA-02, one of several produced by the NAEP, Education Commission of the States, Suite 700, 1860 Lincoln Street, Denver, Colorado 80225, August 1979.

From previous page

between numbered points. Only 20 per cent got a negative temperature correct.

Pupils had a fair grasp of the units of measurement. Some 80 per cent chose a realistic height of a table correctly in a multiple choice question though a quarter chose 20 or 200 metres as the height of a man; 70 per cent chose the correct alternative.

Just over a third could give the area of a square given the length of one side (3cm) but nearly a quarter answered 12cm suggesting they confused the idea of area and perimeter.

Geometry

In geometry the testers looked at pupils' skills in estimating angles, parallel lines, recognition of plane figures and knowledge of the basic properties of figures like triangles. There were also questions on the recognition of three-dimensional shapes.

About half of those tested were able to distinguish parallel from non-parallel lines. Thirty per cent could say which sides of various four-sided shapes were parallel. About 60 per cent could estimate the size of a right angle in degrees and place a selection of acute and obtuse angles in size order.

More than a third appeared to know that the sum of adjacent angles on a straight line amounted to 180 degrees but fewer could apply this to more complicated diagrams where, for instance, the two angles were created by intersecting lines of the exterior and interior angle of a triangle.

Between 70 and 90 per cent matched shapes to their names and half could draw in named parts of a circle. While half could calculate the radius given the diameter, fewer than a third could draw the radius in a diagram. Half could draw the lines of symmetry on plane figures if there were only one. Only 20 per cent could if there were two or more. Nearly a third drew the reflection of a simple geometric shape correctly when the mirror line was placed diagonally only 14 per cent could get it right.

Sixty per cent could give a position on a grid in terms of co-ordinates and about half the pupils could describe a route about a triangular grid in terms of North, South, East and West. Only a third could give a negative temperature correct.

South, East and West. Only a third got intermediate compass points correct.

Algebra

Most pupils could do simple sums or solve simple equations where one number was replaced by a symbol or letter. The following was answered correctly by 88 per cent: Find which number x stands for: $12 - [] = 8$

A half solved correctly: B stands for a number $B - 9 = 21$

Nearly half could correctly complete a table of the values of n and m based on the equation $n = m + 1$ but only 19 per cent could do the same for $M + N = 4$.

The majority could do simple questions on sets. Fifteen per cent answered the following correctly: A baker delivers bread to 90 customers. 60 customers take white bread and 40 take brown bread. How many customers take both white and brown bread?

Statistics

Pupils had little difficulty supplying information available directly from tables, charts or graphs, but only about half could draw on them to make inferences. Just over a third could construct a bar chart from data provided in a table.

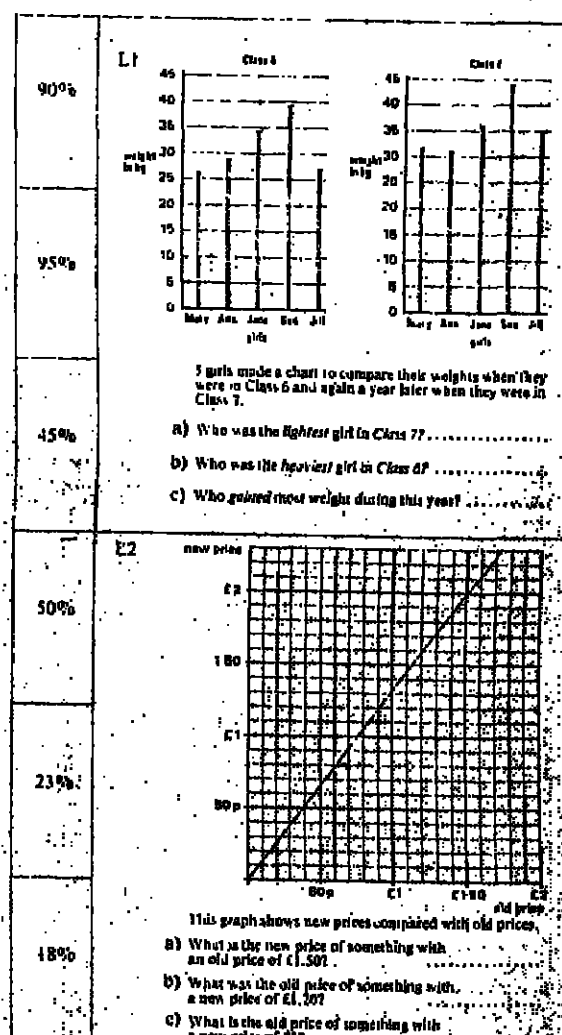
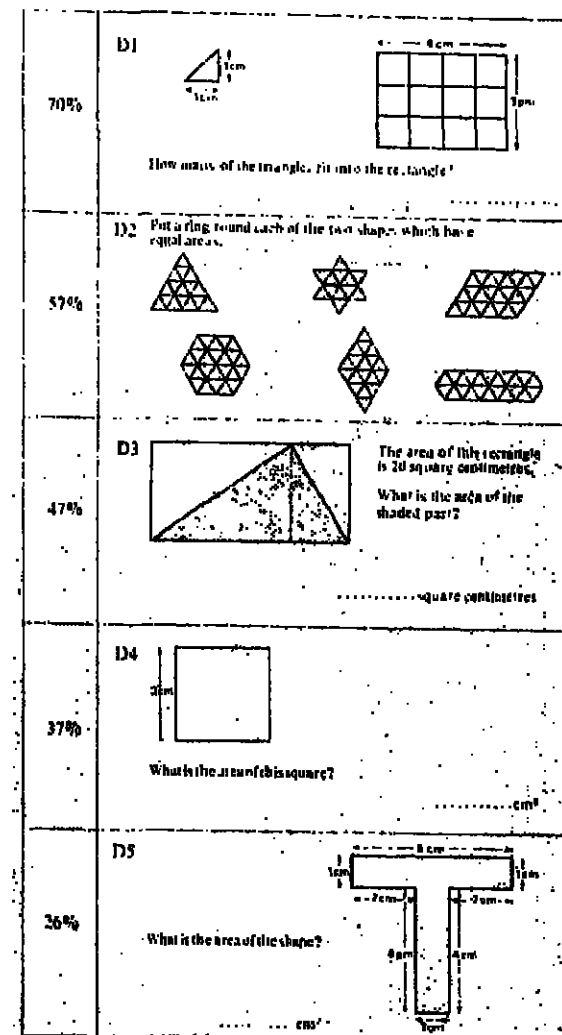
"Averages" caused some difficulty. Only one in five could give the average of £1, £2, £2 and £1. A third could find the total weight of four boys whose average weight was 40kg, whereas 70 to 80 per cent could multiply 40 x 6.

Practical tests

Twelve maths topics were investigated in practical tests. The APU has released details on 6 of them: length, fractions, money change, 3D visualization, number patterns and methods of computation.

Three quarters could estimate the length of a straight line 13 cm long to within 3 cm. Only five per cent responded with an answer in inches and one boy gave the answer in centimetres.

More than 80 per cent could halve a piece of string, two-thirds could cut off a quarter of the resulting half and 42 per cent named it correctly as one eighth.



Hestair Hope

CC/CS

14th January 1980

Christopher Columbus
1 Navigation Road,
Genoa,
Italy.

Dear Mr. Columbus,
Thank you for the prototype environmental globe which we received yesterday.

We sympathise with the problems you are having and hasten to reassure you that our company philosophy is very progressive indeed. We certainly cannot understand your critics, who still think the earth is flat.

I feel it is only fair to point out, however, that you have been misinformed about our policy regarding sponsorship. We do not have a budget for a project such as the one you suggest. Furthermore, Public Relations potential is minimal because of the glut of round-the-world yachtsmen.

However I am sure we can work out some alternative project, and I think we should get together soon to start discussions. We would really like to see you before you talk to your contact in Spain.

Yours sincerely,

L.C. Giles

Christine Giles
Product Manager

The Hestair Hope Catalogue.

Only the best will ever be in it.

NEWS

I was forced out, says ex-chief of 'no strikes' union

by Stephen Cohen

Mr James Snowdon, the former chief executive of the Professional Association of Teachers, has accused the union of unprofessional conduct. He claims he was forced to resign by a group of the union's executive members or face instant dismissal.

Mr Snowdon was the top official of the 19,000-strong union for 11 months. He was brought in when its membership was 12,000. The first principle of the association is that its members never strike. It also believes that members who are having trouble at work should be helped and supported before they are dismissed.

The mystery surrounding the fate of the union's chief executive developed shortly after Christmas when it was learned that he had resigned and a replacement was being sought.

His resignation had been a close-kept secret for more than a month, but in an interview this week with the TES he revealed the circumstances which forced him to quit.

The story began on December 1 last year when Mr Snowdon arrived at the Derby headquarters of the association to attend a regular meeting of the standing committee, the main subcommittee of the union council.

"I was told by the national chairman and the honorary secretary, without any prior hint or warning, that under any other business, the chairman would propose that I be asked for my immediate resignation or be instantly dismissed."

"I sat through the meeting up to that point, was then asked to leave and, after two hours, was informed that the vote had proved in favour of the proposition."

"I asked what the reasons were, and these were refused. I asked why I had been given no formal or informal warnings of any kind and was told that this was on the advice given to the association."

"I asked both before and after the meeting whether I could speak to the committee and was told I could not."

"I was then told to resign forthwith by signing one ready-prepared letter put in front of me or was informed I would be given another ready-prepared letter of instant dismissal which was placed by its side."

"I asked for time to consult my solicitor. This was refused. I asked for time to consider the matter. This was refused. I asked if I could write out my notice. This was refused. I was told that if I was thought to be guilty of any criminal

offence, gross misconduct or immorality to justify such treatment and the honorary secretary, Mr Round, replied: 'Of course not. Things have just not worked out as we had hoped.'

After this continuous pressure, Mr Snowdon signed the resignation letter under protest.

He has started proceedings through an industrial tribunal alleging constructive dismissal. There is some doubt, though, whether his claim can be considered because he has fallen foul of a change in the law.

It used to be the case that anyone with less than six months' employment could seek the verdict of the tribunal. The Conservative Government extended the qualifying period to 12 months. Mr Snowdon was faced with resignation or the sack 11 months after being hired.

He believes the change was deliberate so that he could not seek compensation. He has been given three months' pay in lieu of notice but cannot claim back the five per cent of his £9,141 a year salary paid in pension contributions.

Mr Snowdon does not have a trade union to represent him. He was a member of the association and was paying for his own solicitor.

A number of allegations have been made about him by long-serving members of the union. One claimed that it was a case of the whole office staff resigning if Mr Snowdon did not go. Attempts to have this checked with members of the staff were thwarted by the association's former chief executive, Mr George Bull, who has been brought back from resignation until a successor can be found.

"My instructions are to make no comment," Mr Bull said this week. "The association solicitors have advised me not to talk and I have passed on this advice to members of the staff." Mr Snowdon countered this allegation. At no time had anyone complained to him about increased tension in the office, he said.

Mr Snowdon has found another job through the help of friends, but he still feels aggrieved at his treatment. "I am pretty sore about it," he said. "It's a pity that the professionalism they were promoting was not shown by themselves."

The PATA line on teachers who do not fit is that their competence should be assessed every three years to identify areas which need support. Only after evaluation and the right to appeal should anyone be sacked. This was a policy document published in October last year, two months before Mr Snowdon left.

SPECIAL ANNOUNCEMENTS

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School to work

Leicestershire chops £100,000 from its guidance budget Careers staff cut by a third

Leicestershire Education Committee has decided to cut its career service spending by £100,000 this year. It will mean a reduction of well over a third in the careers staff, some of whom will be sacked.

The careers service cut, by far the biggest yet proposed by any local authority, is part of the plan to slash £6m from the overall education budget.

There is little doubt that it will be approved by the county council, which is so keen on saving public money that it has turned down the Department of Employment's offer to provide an additional employment careers officer at Government expense.

The county careers service's present establishment is 83, already about a fifth below the staffing level recommended in the Department of

Employment guidelines, with 4.5 directly funded by the department—the council accepted them before it developed its present qualms about the cost to the Exchequer.

Although the planned cuts represent only a quarter of the careers service budget, the staff reduction will have to be a good deal higher proportionately: this is because the staff cannot be got rid of until the beginning of the school year in September, so that the required savings in salaries will have to be crammed into a part of the financial year.

Mr K. A. Taylor, Leicestershire's first assistant deputy director of education, said this week that it looked as if the staff reduction might be as much as 40 per cent.

"We do not expect to be able to make that reduction without some redundancy," he added.

Leicestershire careers department, which serves some of the public schools in the area as well as the county's own schools, has 15,000 leavers a year to advise. Mr Taylor says that its youth employment problems are not as bad as that of some of the other East Midlands authorities, and nowhere near as bad as the areas of high unemployment.

Mr Ray Hurst, honorary secretary of the Institute of Careers Officers, said he was shocked to hear of the decision, which seemed to make no sense when Government ministers were talking about the essential role of the careers service and had recently authorised the creation of another batch of directly funded posts in the local careers departments.

Now council joins computer race

Another system has appeared to join the growing competition in computerised careers guidance, this time in Wales. It is thought to be the first to be developed by a local authority without Government help.

South Glamorgan's careers service computer matching system is primarily intended to place young people in jobs rather than provide them with information on career choices, as do the other systems.

Unlike the Leicestershire CASCAID service, which is funded by the Department of Employment, and Edinburgh University's JIG, CAAL, which is backed by the Scottish Education Department, the South Glamorgan system is being paid for entirely by the county council. They hope to recover some of the cost by selling the programme to other authorities, even though this will bring them into direct competition with the other systems.

In the Glamorgan system, the employer's requirements are fed into the computer, which sifts through the young people on the Careers Department register to recommend young people who should be sent for interview. It also provides information on suitable vacancies.

South Glamorgan claims that the system will be faster than manual records because it will pick out quickly from the suitable possible candidates those who have been waiting longest for a job.

The system will also be used to present unemployed young people with a detailed choice of the places available in various parts of the Youth Opportunities Programme.

Mr Michael Clark, the county careers officer, says that the service has been under heavy pressure trying to find suitable jobs for the young and supplying employers with the recruits they are looking for. Employers had criticized the delays, which they find hard to understand in view of high youth unemployment.

No information about delinquency, psychiatric records, or home backgrounds is fed into the computer, although it may need to be taken into account before a youngster is finally selected for interview.

"Although the computer is secure against unauthorized access, we still feel that there is a principle involved," says Mr Clark. "Sensitive information of this kind will continue to be kept in confidential files, which can be consulted by the careers officers when someone is being advised to apply for a sensitive post."

Work-schemes blow for ex-offenders

Young ex-offenders are being told that their career jobs must be released. Now the MSC has told us that we will not recruit people through the employment services division.

"They are obviously tightening all round: in the past they used to overlook the fact that an applicant for the scheme had spent two or three months in prison, but now they are insisting that there shall be six months of completely continuous unemployment before one becomes eligible."

Miss Stern said that she had been aware that the commission had changed its practice, although she knew that there was a general tightening up of STEP criteria. It appeared out of key with the MSC's general attitude towards the special problems of ex-offenders.

Mr George Ruddock, director of Elephant Jobs, which runs a big STEP project in South London, said this week: "We used to be rung

up by bursts and asked if we could find a job for someone about to be released. Now the MSC has told us that we will not recruit people through the employment services division."

"The ex-offenders have been officially recognized by the Manpower Services Commission as a priority group for the special temporary employment programme, and until recently were being admitted to the scheme as soon as they signed on the register."

Miss Vivian Stern, director of the National Association for the Re-employment of Offenders to represent the whole of the voluntary agency sector on the special programmes board which is responsible for the scheme.

Mr George Ruddock, director of Elephant Jobs, which runs a big STEP project in South London, said this week: "We used to be rung

Adult programme demanded

An adult opportunities programme to match the existing programme for school leavers is being called for by the National Association for Care and Resettlement of Offenders.

Mr Nigel Whiskin, its deputy director, told a conference of Manpower Services Commission officials at Sunderland that every person available for work should have an adult opportunities programme offered.

"What an approach to cut through all the cant about scroungers and layabouts and provide something for the more seriously vulnerable people in our society?"

NACRO's employment development unit has in the past year estimated 600 places in MSC funded projects for ex-offenders, who are among the few categories of unem-

ployed outside the special programme who are still eligible for the Government's special temporary employment programme.

Mr Whiskin said that the unit had concentrated on youngsters with a serious criminal record. There were 12,000 youngsters behind lock and key at any one time, and 18,000 were being sent to borstal and detention camps apart from those on remand, young prisoners, and those in care.

Offenders were between three and five times more likely to be unemployed than the rest of the population, he added.

Youngsters who are doing something worthwhile and interesting and get paid for it are less likely to get into trouble, he said.

YOP expansion pledge sought

The Government is being asked to offer virtually an open cheque for the Youth Opportunities Programme—a pledge to expand the scheme to match any rise in youth unemployment.

Proposals by the Manpower Services Commission to increase the capacity of the programme by up to one quarter in order to meet an estimated increase in leaver unemployment this year were due to be considered by the Cabinet yesterday. But Youthaid, the national youth employment pressure group, in a letter to the Employment Secretary, Mr James Prior, earlier this week, asked for an assurance that if unemployment exceeds the MSC estimate, the programme will be expanded as much as necessary.

In fact, as the TES has reported, the commission's own confidential submission to the Government, points out that its proposals may

well underestimate the coming year's leaver unemployment.

Youthaid says in its letter that work experience with employers under the programme is widely abused, and that placements are often in non-unionsized establishments where there is no training. They say that what is paid for is less likely to be paid for in the real world.

Noting that the MSC predicted 30 per cent increase in leaver unemployment by 1982, and a per cent increase in leaver unemployment, Youthaid says that if unemployment exceeds the MSC estimate, the programme will be expanded as much as necessary.

In fact, as the TES has reported, the commission's own confidential submission to the Government, points out that its proposals may

NEWS

Pirates take over as £4m cuts scuttle timetables

Sarah Bayliss reports on the guerrilla warfare which has broken out in Avon over all-change timetables

At the beginning of this term Chris Waddilove, a drama teacher at a Bristol comprehensive, was told he had "lost" half his old classes to other teachers—but had seven new forms to teach.

Two of his original classes were first year forms, with 11-year-olds just settling into the 2,000-strong comprehensive. This term the forms were disbanded and the children were spread around the 12 remaining first-year classes; as a result some children have more than a dozen new teachers to face, says Mr Waddilove. "All this does is undermine the professional approach to our work and the security of the children at school."

Mr Waddilove and his pupils are among the victims of a great re-timetable exercise which heads teachers in Avon have been forced to carry out since the education committee voted to abolish 330 teaching posts as part of a £4m savings package. And in several schools, where membership of the National Union of Teachers is strong, staff have refused to operate the new timetables.

Mr Waddilove teaches in Hartcliffe comprehensive, built on two sites in a working class area of central Bristol. The school lost six staff last year because of falling budgets and Avon is not replacing another four teachers who left at Christmas.

"It was impossible to lose four teachers and to keep the old timetable. We had to re-timetable all the staff," said Mr John Simpson, headmaster at Hartcliffe. The new timetable took a deputy head almost six weeks to complete and has changed every teacher's schedule. But 49 teachers out of 108 are members of the NUT, and are refusing to work until the old timetable is restored.

Their action means that almost half the school's 70-minute classes—720 out of 1,780—have been cancelled. Scores of children go home between the lessons that still exist, but attendance has been hit hard and many children are not bothering to go to school at all.

Hartcliffe hit the headlines last week when NUT members set up "pirate" classes in three nearby church halls for children sitting public exams. The teachers resent the pressure which suggests the classes are a response to the protest of angry parents. "We feel it is unfair to victimize pupils who are taking exams and we have always intended to set up classes for them," said Mary Roddick, a French teacher.

The teachers began by asking Avon's chief education officer, Mr Geoffrey Crump, if they could set up premises for the classes. He took some time before refusing the request. NUT officials then visited the Hartcliffe members to "make sure we knew what we were doing." There was concern that the "pirate" classes might undermine the union's action.

Last week the teachers paid the first £100 bill for the hire of the halls out of their own pockets and the teachers have now been told to lower exam pupil: children in the two classes have been told they too can go to St Augustine's, St Andrew's or the Hartcliffe Christmas.

Last Friday morning Jill Baxter, head of the maths department, taught several O level groups and their final year. They sat at tables packed tightly into a room furnished

with a piano and easy chairs. Two CSE pupils were working quietly in a corner. "It seems to be going very well." The pupils are highly motivated because their exams are coming up and they realize how important classes are," she told the TES.

Stuart Sharp, aged 15, a fifth year taking four O levels and three CSEs this summer was on his way back to school with three friends after a class at St Augustine's. "We can understand why the teachers are doing this. But if you've stayed on to pass exams, things are getting a bit mixed up aren't they?" he said. Twelve out of 21 of his class were cancelled. His friends were worse hit with 19 and 16 classes cancelled.

Mr Simpson has told the teachers he opposes the strike and he told the TES it was "tearing the school apart." He is most concerned that the dispute will prevent parents opting for the school in the future and that the roll will decline further.

But he is not surprised by the NUT's response. There was no consultation, by Avon or the teacher union, it came as a "diaper" from the County Council. "The situation confronting teachers is that ever since we went into Avon in 1974 there has been a series of cuts and reductions in the education budget," he said.

All teachers have strong feelings about the impact of the new timetable on remedial teaching even if they are not taking action. One quarter of all children entering Hartcliffe have reading age of nine. Some children cannot tell the time or line up a three digit number with a two digit number for addition.

Since 1974 and the Bullock report, literacy and numeracy programmes have been introduced and the present fourth year was recently tested. One half were found to have a reading age of 17—two years above their actual age. Mr Simpson describes the remedial classes as "extremely successful" but in the new timetable he was forced to double up literacy groups creating classes of 20 rather than 10 and all numeracy groups have been cancelled.

Action against teaching cuts was stepped up throughout Avon this week with nine schools called out on strike from Tuesday to Thursday. About 20 more schools will be called out in the following two weeks. The NUT has told Avon not to let the 20 full-time vacancies should be filled in the schools most affected by the cuts.

Avon's response so far has been to tell striking teachers that their pay will be docked. Those teachers at Hartcliffe and similarly affected schools will receive a January cheque, but nothing after that.

Mr Geoffrey Crump, Avon's education officer, told the TES that the education budget recently announced for 1980-81 showed a "standstill." There would be no more cuts. "We hope that following this announcement people will see the whole thing in a different light—they may feel the situation is not going to be so bad."

The budget, which still has to be rubber-stamped by Avon County Council, does not impose transport charges, maintains the threshold for free school meals and free milk. The most controversial item proposes raising the price of school meals to 50p at the beginning of the autumn term.

A highly-charged meeting of 500 parents took place at Hartcliffe school on Monday night with the majority strongly opposed to the NUT's action. Teachers were asked to "at least" limit their action to the level of action in other Avon schools. The chairman of the school fathers' association, Mr John Preece, said the authority should be prepared to negotiate—particularly on the special needs of the school.



Mr John Simpson, head of Hartcliffe School, explains the emergency timetables.

Green Giant block offered as children's centre

Developers of the controversial "green giant" tower block at Vauxhall, south London, have offered one tenth of the floor space free of charge for a Disceyland-style children's centre.

European Ferries, the company which wants to build the glass skyscraper on the banks of the Thames, has approached Mr James Platt, director of the Central Bureau for Educational Visits and Exchanges and offered him 50,000 square feet of space to develop a "Children's World".

Mr Platt, one of the education world's entrepreneurs, has been planning an international children's centre to be based in London for some time; indeed, he had persuaded the GLC to find suitable premises.

This week Mr Platt described European Ferries' offer as a "marvellous gesture" which even the GLC would find hard to match.

In a brief to the developers, Mr Platt says the Children's World would incorporate a museum of

childhood, a centre for children's art and an "experience" museum. Mr Platt says a large number of local education authorities have already offered him strong support for the museum.

The future hangs on the public inquiry into the 500ft "green giant", originally intended to feature green glass. Community groups, the London borough of Lambeth and the GLC have objected that it would be out of scale with the surrounding area, and would have too much office space.

National basic skills tests proposed

by Bob Doe

National tests in basic skills for every child and more stringent inspections of schools were proposed this week in a pamphlet written by the Oxford academic, Mr Vernon Bogdanor and published by the National Council for Educational Standards.

Mr Bogdanor points out that the Assessment of Performance Unit is concerned only with national performance, not with the standards of individual pupils or schools. With the ending of the 11-plus there was now no check on school performance, he says. Local authority advisers were supposed to inspect schools but acted instead as purveyors of fashionable ideas.

"What is needed is a restoration of the power and influence of the national inspectorate and the re-institution of regular and full inspections of schools."

This would not increase bureaucracy, he says. "It should be possible to run down local advisers who, as is apparent, have not done enough to improve standards."

For those inspections to be effective, national agreements were needed on what pupils of different ability ranges should achieve. "There is widespread agreement amongst the vast majority of those who have any practical concern with educational matters that all children should achieve certain standards of literacy and numeracy in their primary schools and that their secondary education should give them at least the rudiments of a foreign language as well as a basic standard of competence in English, mathematics, history, geography and science."

This consensus could form the basis, not of a common curriculum, but of a set of skills that all schools should inculcate. It should not be enforced by law, says Mr Bogdanor, a former vice-chairman of Oxfordshire I.E.A., but through the examination system.

Standards in schools by Vernon Bogdanor, obtainable from Mrs Margaret Smith, NCES, 1 Hinchley Way, Esher, Surrey, price 75 pence.

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NEWS

Society of Education Officers annual meeting, London

Bill attacked as 'hotch-potch'

by Richard Garner

Concern that major clauses in the Government's Education Bill will prove too costly to implement is being voiced by education officers.

Mr. Frederick Adams, retiring President of the Society of Education Officers, speaking at the society's annual meeting, said that the Bill had "diverse, curious and scarcely justifiable clauses" and was "a bit of a hotch-potch".

He said he was particularly worried about the appeals procedure for parents dissatisfied with the choice of secondary school, and about arrangements for children in areas where boundaries are to go to school.

"The question of the appeals system and its operation is something I know my successor is going to have to tackle," he said.

"We are also expressing our concern in regard to another problem, which is that of extra-district pupils who will transfer to another authority to go to school, and the lack of any kind of system of control of



Mr. Frederick Adams: some clauses "scarcely justifiable". Inter-authority payments and extra district payments to schools. We are well aware of the legislative problems before us."

In his speech Mr. William Petty, the new president of the society, also voiced his concern over parts of the Bill. "To take one example, I know of one authority tolerably

well where support and sympathy by members for parental choice is combined with opposition to the bureaucracy and cost which they consider the detailed appeals proposals would involve—indeed they feel that the interests of parents will be harmed."

In his authority—Kent—he said that more than 21,000 pupils transferred to secondary and high schools in 1979 and 98 parents appealed to a panel of members set up to deal with complaints. Only 20 of the appeals were upheld.

He said MPs should realize that their mailbag came "largely, of course, from the disgruntled, from those who have not had their way, and the danger is that the MP will view the disgruntled as the norm."

Education officers said afterwards that they were worried that the extra district pupils would involve extra bureaucratic costs and make forward planning difficult. Education officers would be unable to predict classroom sizes as accurately as before.

Spare that literary scheme, says Hoggart

Nearly 3 million adults in Britain still need help with reading and writing, Dr. Richard Hoggart, chairman of the Advisory Council on Adult and Continuing Education, told the meeting.

Dr. Hoggart urged L.E.A.s to exempt adult literacy schemes from their cuts. He said: "We are in many ways a backward society. In this country of 50-odd million people, there are not far from 2 million people who are illiterate. The adult literacy scheme has only clipped at the problem—and reached about one eighth of them."

"Add to those those who were illiterate and opening their eyes to the complexities of this world and are technically literate, then you reach about 3 million people. That's about seven per cent of all the

adults in this country that need some form of help—and that is far too many."

Dr. Hoggart said the DES had given the Adult Literacy Unit a larger budget for 1980-81 than in previous years—and had agreed to fund the unit for another three years. Figures show the unit will receive £500,000 next year as opposed to £330,000 previously.

He called for a differential fees system, for adult education courses which would enable pensioners and those in need to be able to afford courses. "I am myself not in favour of obtaining free classes because it is not practical policy and I am not sure it is the right thing," he said.

"I do stress the need for differential fees at the point which would

not deter any potential customer. This would first of all be by types of people, such as old age pensioners, and secondly by types of need. What I would not want are differential fees which deter people on the grounds of some preconceived notion about what sorts of subjects should be supported and what should not."

"However, on the question of literacy, illiterate people can often afford courses but that is not the point. Perhaps we could encourage them under the types of need category."

Dr. Hoggart said: "The person who is illiterate is in a condition of being in a personal twilight. It is almost like being deaf and dumb in one sense."

Swindon RPA scheme has limited success

The Record of Personal Achievement can be a useful incentive for non-examination pupils, but it has failed, as a "leaving certificate," according to a Schools Council study of the 10-year-old scheme started in Swindon.

The Swindon RPA is now used in about 70 schools in 30 local education authorities. It takes the form of a "prestigious and durable" file in which pupils record their own achievements, interests and experiences in and out of school.

Mr. Terry Swales, adviser in special education to Liverpool L.E.A., investigated the scheme for the Schools Council in 1975. His report, published this week, says the teachers involved thought it motivated pupils, provided a source of achievement and pride, and helped them to organize pupils' work and thoughts.

But they thought there was little interest from employers. The RPA lacked status in pupils' eyes. Mr. Swales observed that pupils were often "bored" or "fed up" in their RPA lessons.

Former pupils confirmed that its value as a qualification was low, though they said they enjoyed filling it in. They thought its main value was for self-appraisal.

"A massive change of attitudes" was needed by teachers, employers and the general public before the RPA could work, Mr. Swales says. Parents needed "to understand the educational aspects of the new development, its philosophy and the social function of the accreditation system."

Record of Personal Achievement, by Terry Swales, Schools Council Pamphlet 16, free from Central Dispatch Section, Schools Council, 160 Great Portland Street, London W1N 6LL.

Parliament

Headteachers' stand on parent fund raising regrettable—Lady Young

by Alan Wood

It would be a most retrograde step if parents and others wishing to make voluntary contributions to schools funds were prevented or discouraged from doing so, Lady Young, the junior education minister, said in the House of Lords last week.

She was replying to Lord Gridley, who had asked if the Government were aware that members of the National Association of Head Teachers were being urged not to back fund-raising schemes by parents and industry which aimed to provide classroom books and equipment to offset the effects of economies by local authorities.

Replying that she was aware of that advice, Lady Young said that it was an issue on which the association was free to express its opinion, but she thought it regrettable.

The Government believed that if parents wished to contribute to school funds, it was perfectly right for them to do so. It had been a practice that had gone on for many years.

Lady David urged the minister

MPs lobby for wider use of school facilities

MPs are urging that more should be done to allow members of the public to use schools when they were not being used for lessons.

In a debate in the Commons last week Mr. John Wells (Midstone, C) said he was afraid that some caretakers were unwilling to allow school facilities to be open after hours, and the L.E.A.s were frightened of them.

He suggested to Mr. Hector Monro, Minister for Sport, Department of Environment, who replied to the debate, that he should urge Mr. Mark Carling, Secretary of State for Education and Science, to issue a circular to guide L.E.A.s on the matter.

Mr. Tony Durant (Reading, North C) said that when he was chairman of an education committee, he went all out to introduce dual use—but the problems they faced with caretakers were unbelievable.

He said they had to employ another set of caretakers. Regrettably, the only way to get round it was to allow the schools to be used by private societies.

Mr. Denis Howell (Birmingham, Small Heath, Lab) the former

Minister for Sport, said they expected one caretaker to be on duty 16 hours a day, seven days a week.

In the Midlands, they had agreed with the General and Municipal Workers Union that caretakers could be brought in from plants and other schools to do the work at first and provide a comprehensive caretaking service.

Mr. Durant agreed that they did not expect caretakers to work seven days a week. His difficulty was trying to introduce dual use, but that caretakers were reluctant to have other caretakers on their premises.

"They look upon the schools as their province," said Mr. Durant. "A caretaker regards a school as his own and he wants to run it. They are there are human difficulties."

Mr. Monro, in his speech, said MPs must not expect too much from the use of playing fields. Sometimes they tended to forget that it rained. If a football field was played on for seven days a week, it was fairly hopeless by December.

'No politics' ban on meeting

A meeting to be held at a Sutton Coldfield comprehensive school to put the case for comprehensive education has been cancelled by the headmaster after a warning from the Chief Education Officer that schools should not enter into political controversy.

Mr. Kenneth France, head of John Willmott school, organized the meeting for parents several weeks ago, and invited Dame Margaret Miles, chairman of the Campaign for Comprehensive Education, to speak. The school is two miles from Sutton Coldfield Girls' School which the Conservative-controlled city council wish to return to a grammar school.

Mr. France fears that his school will become a secondary modern if the newly created girls' grammar

creams off the area's brightest pupils.

He thinks the comprehensive system has not been given a fair chance as his first comprehensive intake has yet to sit in A levels. He objects to the conclusion coming by "cherry-picking and changing."

Mr. John Crawford, the chief education officer, said that, as a policy of changing the status of Sutton Coldfield Girls' School had been decided and set in stone, it would be decided and set in stone.

He was quite happy for the school to be used for a meeting as long as the parents organized it, as long as the school was not used for campaigning for or against this kind of issue.

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Holiday guide for handicapped

Monthly handicapped people and their families have more difficulties than most in finding suitable places to stay when they go on holiday.

The newly named National Society for Mentally Handicapped Children and Adults (Nemca) has just published a *Holiday Accommodation Guide*, which lists more than 300 establishments where the mentally handicapped are welcome.

The guide is divided into five sections, listing places with full self-catering facilities, group homes, centres and camps, and specializing exclusively in accommodation for the handicapped.

The guide is available from Nemca holiday services office, 119 Drake Street, Rochdale, Lancs, OL16 1PZ. Price 27p.

NEWS

Kent accused of withholding information on cash for independent schools

Labour minister not given full facts, hearing told

A former school governor, whose complaint about unnecessary spending on private education has started an investigation in Kent, said last week that a government minister had not been given the full facts.

Dr. Michael Spencer, of Sevenoaks, a research scientist at King's College, London, said that Kent County Council did not give Education Under-Secretary, Miss Margaret Jackson, all the figures when they applied for permission for the expenditure.

He was giving evidence at a hearing before the county's district auditor at County Hall, Maidstone.

Dr. Spencer, once a school governor in Sevenoaks, filed an official complaint that £112,000 paid to Sevenoaks School and Walthamstow Hall School in the 1978-79 financial year was contrary to the spirit and possibly even the letter of the law.

The county council spent the money on sending 85 children to independent fee-paying schools.

Dr. Spencer said the money—ratepayers' money—need not have been spent because there were places available at maintained schools in the western part of the county—notably at Maccals at Paddock Wood

in its first year as a comprehensive school.

He said the county council had a "long-standing desire to put private links with independent schools". They had failed to tell Miss Jackson that more places would be available at maintained schools because of parents deferring their selection, and that the council also withheld information about some sixth-form places which it had bought. "I have to say there was some bad faith in this," said Dr. Spencer.

He said Miss Jackson wrote to him: "I should make it plain at once there was no intention to grant this permission unless there was literally a physical shortage of suitable facilities in an authority's own schools."

Every application was thus scrutinized to try to ensure that there should be no question of unnecessary places being purchased and many were reduced or refused on these grounds.

"I met Kent to discuss their application in April, 1978, and at that meeting, and in all correspondence with my department, the L.E.A. insisted that the places for which at last I reluctantly gave

permission were indeed urgently needed.

"I should not otherwise have given that permission. Nor was this an unsupported assertion. The figures the L.E.A. gave were questioned, first by my civil servants and subsequently by myself, to ensure that accuracy."

"This process of questioning envisaged that places available in Kent's own schools should be filled. I refer to places such as those at Maccals. It was believed by the DES and myself that we had made allowances for the filling of such places in our calculations of what the real situation was and the extent of the unmet need."

"I am at a loss, therefore, to understand how there came to be unfilled places at Kent schools, unless the information given to my officials was substantially defective. No mention of deferred entries, or their effect in reducing the demand for places, figured in any correspondence."

"You may be quite sure that if I had the slightest idea that there was any query to be raised about the real need for those places, Kent would certainly not have received

permission to incur the expenditure on independent school places, which I would have regarded as quite unnecessary."

"The purchase of sixth form places was disclosed, more or less in passing, at the April meeting to which I have referred, and had not been previously known to the department."

"I was of course aware that this was a breach of the 1976 Local Government Act, but since I believed we were in the process of rectifying this breach I did not pursue this with the L.E.A., other than to remind them that this approval too depended on need," said the latter.

Labour County Councillor Ken Graham said: "I have been frequently seriously embarrassed on behalf of officers because information being put before members was not the whole truth". He said officers were forced into "fantastic acrobatics" by the majority Tory group on the council.

County Secretary Mr. William Hopkin said he felt the council had acted completely within the law in the way it had conducted its negotiations. He said the problem had arisen because Maccals was



Margaret Jackson

only in its first year as a comprehensive school and had not yet established the confidence of parents.

If the district auditor finds against the county council he can refer the matter to the courts.

Rolls-Royce to back school design competition

by Bob Doe

Rolls-Royce are sending their professional designers to every school entering this year's Schools Design Competition to help pupils with their design work. For the first time this Design Council award scheme will be open to under 14s as well as 14 to 16s and over 16 years olds.

Twelve prizes totalling £3,200 will be awarded for designs of three-dimensional objects suitable for manufacture. Last year only 70 schools completed their entries though almost three times as many went through the first stages. The council hopes the interest shown by Rolls-Royce designers will encourage more schools to stay the course.

Mr. Donald Pepper, vice-chairman of Rolls, said the company saw their sponsorship as an investment in the future of British industry. "It is very important that industry makes it known its design is a vital factor in commercial success."

"We need good scientists in industry but we are more in need of good technologists and engineering designers to put scientific discoveries into practice."

Lady Young, the junior education minister, also commended the Schools Design Competition. Design had a very special part to play in developing practical skills and fostering creativity and problem-solving abilities, she said. As the Government's Framework for the Curriculum document had stated, this was important for children of all abilities. Such interests were often stifled by an over-academic curriculum.

She thought more cooperation between teachers of science, maths and craft, design and technology was needed. About the "grave" shortage of CDT teachers, Lady Young said 200 extra a year were being trained in the Government's retraining scheme.

Schools should provide clear routes to A levels in design-related subjects to encourage more able students to train as CDT teachers, she said. The prejudice that the subject was a "soft option" needed to be overcome.

For more information on the Schools Design Prize 1980 write to Margaret Bradbury, Schools Design Prize, The Design Council, 28 Haymarket, London SW1Y 4BU.



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OVERSEAS NEWS

Martin Feinstein on the successful infiltration of South African student politics

NUSAS
finds out
who was
BOSS

JOHANNESBURG

South Africa's anti-Government student movements are unlikely ever to be the same again now that three members of the 1973/74 Students' Representative Council at the University of the Witwatersrand and another office-bearer of the National Union of South African Students (NUSAS) have been exposed as agents of either the security police or of the Department of National Security (DONS). They are:

● Arthur McGivern, SRC vice-president, who has confessed to being an agent for DONS, at that time called the Bureau for State Security (BOSS).

● Derek Brune, also vice-president, who blew his cover as a security police lieutenant to testify against fellow students under the Suppression of Communism Act in 1976.

● Craig Williamson, SRC treasurer and a former vice-president and treasurer of NUSAS, revealed as a

● Craig Williamson, SRC treasurer and a former vice-president and treasurer of NUSAS, who has confessed to being a security police captain.

● Karl "Zak" Edwards, former head of the NUSAS Environmental Action Committee (ENVIRAC) and Williamson's paymaster in South Africa, revealed as a DONS agent.

Another member of the same SRC, the late Paul Sarbutt, has been accused of working for DONS by his colleagues of the time. Sarbutt was president of the Conservative South African Federation of English-speaking students, which with its newspaper, *Campus Indaba*, was reportedly funded by BOSS. He died in a parachute accident in 1978.

These were not ordinary informers. They were at the core of white radical student politics, mostly at Wits, the "pacesetter" university of anti-Government student action, and privy to the most intimate information on the NUSAS executive. They were even instrumental in planning and funding the very activities they then reported on to their superiors.

Potentially the most damaging is Craig Williamson, now in hiding in South Africa after declaring himself to be a security police captain last week. He penetrated the SRC, the National University Exchange Fund (NUEF) in Geneva which gives grants to southern African student refugees and helps black liberation

Prague-based International Union of Students, the Africa National Congress (ANC), the South African Communist Party (SACP), the International Defence and Aid Fund, the Racialism and Colonialism in South Africa Committee and the United Nations Special Committee against Apartheid, among others.

He went straight to work for the TUEP after "fleeing" the country in 1977 with a Cape Town Journalist, Mr Eric Abraham. They arrived

in Botswana, first stop for most South African exiles, without travel documents.

With what he knows about these organisations, particularly about their contacts in South Africa, Williamson could be the star state witness in a new wave of security trials. The police, who say they are still sifting through his information, have heaped praise on Williamson and called his work "invaluable".

His secret life began in 1971, when he registered at Wits for a BA. He told his superiors, and was transferred to the security police in 1972. Seven years later he was promoted to captain.

He quickly involved himself in campus and national student politics. In 1975, representing NUSAS overseas, he first came into contact with the ANC, SACP and the TUEP, which asked him to set up links with underground movements in South Africa.

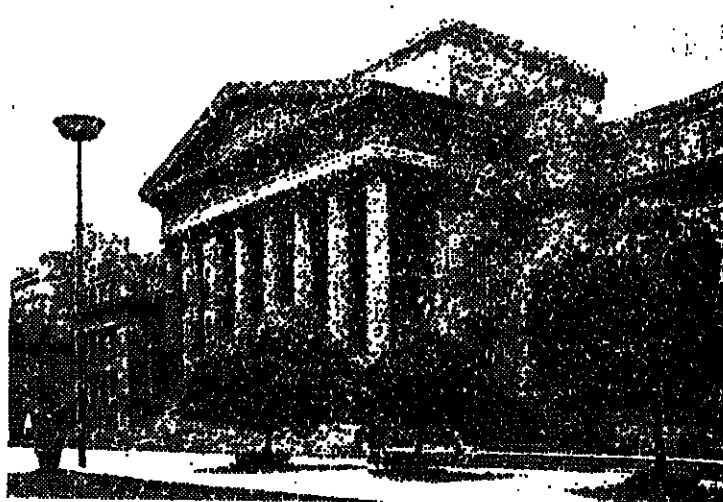
Last week Williamson's SRC president, Mr Glen Moss (who also accused Mr Sarbutt of working for DONS) said there had been reason to suspect the ex-policeman, but no proof. The SRC did, however, said Mr Moss, take the hint and resign in April the same year.

Ironically, it appears that he was spying on his own SRC. Williamson twice paid anti-apartheid campaigner Ben Schuttena money for his *Anti-Apartheid Movement's* propaganda campaigns, mainly in the Newlands.

Edwards, according to South African exiles in Botswana, was Williamson's key money-man in South Africa. Officials of the South African New Agency, Sana, an anti-Government agency funded by the TUEP and run by exiles, Gaborone, said he had also asked them to gather information on people planning to leave the country "so that he could help them".

Edwards then passed this information on to Williamson. He told Fitzgerald that he had a "post box" of "safe" post office boxes in Johannesburg which he used to communicate with Williamson.

There are doubts as to how much of the information on the TUEP came from Williamson and how much from the vice-president of the Wits at the time, Professor G. H. Hovell, said about 15 students and academics had told him they had been approached to act as informers.



University of the Witwatersrand, Johannesburg: where it all started.

When the books of the national travel service got into a shunt, and it lost money, he was the man who put it right.

What is remarkable is that he was able to carry out his duties for so long and so successfully. We all know that he had been the police force, he had joined the police rather than the National Service.

In the understandably paranoid world of student politics, a background in the police force was hardly ideal as a credential. He gradually worked himself into student politics.

After Williamson left the country, his main contact was Karl Edwards, who graduated from Rhodes University in 1974. Edwards was a former Cape representative of NUSAS before taking up

ENVIRAC. He had also been a policeman with Williamson in Brixton, Johannesburg.

After leaving NUSAS in 1974, set up the Environmental Development Agency (EDA) in Cape Town, an offshoot of ENVIRAC, but independent of NUSAS, to aid rural development.

In early 1979 he was given an ultimatum to do more work and to leave the agency or face arrest. Edwards took the hint and resigned in April the same year.

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When the books of the national travel service got into a shunt, and it lost money, he was the man who put it right.

What is remarkable is that he was able to carry out his duties for so long and so successfully. We all know that he had been the police force, he had joined the police rather than the National Service.

In the understandably paranoid world of student politics, a background in the police force was hardly ideal as a credential. He gradually worked himself into student politics.

OVERSEAS NEWS

United States

Jensen says tests fair to minorities
in face of mounting public criticism

Blacks get poorer test scores because of poorer mental abilities, according to the latest book from Professor Arthur Jensen. But many people say the standardized tests, used widely in schools in the USA, are biased against minorities. Clive Cookson reports.

WASHINGTON

Arthur Jensen, the educational psychologist whom the left has loved to hate for at least 10 years, has published a new book entitled *Bias in Mental Testing*. He concludes, in 786 pages of scholarly analysis, that standardized tests are essentially free of bias against blacks and other minority groups and therefore that the lower average scores of black Americans on IQ, scholastic aptitude and achievement tests are attributable to their inferior mental abilities. (In this book Professor Jensen does not discuss his explosive earlier suggestion that this inferiority is mainly genetically determined and can only be partly determined by the relatively impoverished educational and cultural environment in which most black groups grow up.)

Professor Jensen's spirited defence of standardized tests of mental ability—IQ, scholastic aptitude and achievement tests—appears at a time when testing in the United States is suffering unprecedented public criticism. Although the critics use many different arguments, from the secrecy of the testing organisations to the absurdity of branding young people as failures by their performance on multiple choice tests, one of their most politically powerful weapons is the charge that the tests are culturally biased against racial minorities.

There is certainly no doubt that blacks do perform significantly worse than average on standardized tests at all levels—intelligence tests for young children, minimum competency tests for high school pupils, college and university entrance examinations. Every published breakdown of test scores by race has shown this.

In December the College Board, sponsor of the Scholastic Aptitude Test (SAT) taken by 1.5 million college entrance candidates each year, revealed publicly for the first time the size of the gap between black and white scores. On the SAT mathematical section, in 1977 black candidates averaged 355 points and whites 490, and on the verbal section blacks averaged 329 and whites 449 (each part of the test is marked out of a possible 800 points). This racial gap has remained much the same since 1972.

The testing industry and its supporters say that to accuse the tests of cultural bias is to shoot the messenger who brings you bad news. William Turnbull, president of the

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Educational Testing Service (ETS), explained his organization's position succinctly at a recent news conference called to refute a highly critical report on ETS by consumer advocate Ralph Nader and his investigator Allan Naft.

"Nader and Naft wrongly blame the tests for showing that minority students are less well prepared in school than majority students," said Mr. Turnbull. "The tests do not create the difference, they reveal it. They provide information that is essential if society is to face up to the need for better education for children of poverty. Score differences are not caused by biased language in the tests, as many people have been led to believe—an average of minority students are higher than their mathematics scores. Overall, research has shown clearly that the tests predict college success equally well for minority and majority students. At that age educational deficits aren't made up very quickly."

However last October in San Francisco Judge Robert Peckham concluded an eight-year court battle over the use of IQ tests in elementary schools to assign pupils to classes for the mentally retarded (see TES, October 20, 1978) by ruling that this practice is unconstitutional because it discriminates against blacks. Although Judge Peckham's order forbidding schools to use standardized tests for class assignment applies only to California (and in fact makes permanent a temporary injunction that he issued in 1975) it has been widely reported as a landmark ruling that could have a big impact elsewhere in the United States.

Most school districts outside California still use standardized tests such as Wechsler and Stanford-Binet, together with behavioural and other indicators of impaired learning ability, to choose pupils for special education. The San Francisco ruling is likely to accelerate a trend, which has already been to phase out IQ tests and to control by teachers and psychologists' evaluations of each pupil's performance—if possible in consultation with his or her parents.

After hearing evidence from scores of educationalists and psychologists on both sides of the issue, Judge Peckham decided that the standard IQ tests were devised for whites, without taking account of the cultural differences of minority groups, and were racially biased. His 130-page final ruling noted that on average black children score 10 points lower than whites of the same age, and the result was that in 20 large California school districts black youngsters made up 27.5 per cent of total enrolment and 62 per cent of the special classes for the "educable mentally retarded" (EMR). Although the state claimed that subnormal pupils benefited from the EMR programme, where they got more individual attention from teachers, the judge said they provided only "a limited dead-end education".

The state's lawyers had a hard time defending its use of IQ tests. They were not of course, prepared to argue (with Professor Jensen) that blacks might be genetically less intelligent than whites. So they had to attribute what Judge Peckham called the "grossly disproportionate enrolments of black children in EMR classes" to socio-economic deprivation—poverty, poor health and nutrition, broken families and psychological stress. But the United States Department of Justice, which sided with the plaintiffs (six black children), supplied the court with evidence that blacks were over-represented in EMR classes compared to whites from the same socio-economic background.

Last week California's (black) Superintendent of Public Instruction, Mr. Wilson Riles, filed notice of appeal against Peckham's decision. However, the state board of education—which was a co-defendant in the case with Mr. Riles—voted six to four against appealing. "This seems odd," said Mr. California's superintendent (the chief executive of the state department of education) and the board of education (its governing body) are constitutionally separate bodies

and quite capable of making different decisions. A lawyer in the department of education said some members of the board who disliked the ruling wanted to cut their losses and voted against an appeal on the grounds that defeat in the United States Court of Appeals would have more impact than Peckham's ruling in the district court.

Critics have pointed out innumerable examples of individual items in standardized tests of all types, which they claim to be culturally biased. A favourite example is the "aesthetic comparison" from the Stanford-Binet intelligence scale. The child is shown sketches of three pairs of faces and asked "which one is prettier?" In each case the correct answer has classic Anglo-Saxon features and the ugly face has features common to other racial groups—a wide flat nose in two cases and a hooked nose in the third.

Professor Jensen, who is professor of educational psychology at the University of California, Berkeley, deals with this and other examples of alleged bias in his book *Bias in Mental Testing* (published by the Free Press, New York, at \$29.95). He claims that such "aesthetic criticism" directed at single items "usually backfires" when you look at the statistics. For example he says the "aesthetic comparison" question is in fact the easiest item on the test for black children and only the third easiest for whites.

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over-used, especially by elementary schools. His new book comes out against the common practice of routinely administering IQ tests to the whole school population. Professor Jensen's critics may also be surprised to hear that he opposes special classes for slow learners (except for the severely handicapped) and he regards streaming by academic ability as "unnecessary and undesirable at the elementary school level" and "irrelevant at the high school level".

One use of group IQ tests which Professor Jensen suggests would be beneficial would be to identify potential academic achievers among disadvantaged minorities. "Group administered tests could be machine scored or scored by a clerical staff not connected with the school, and only the high potential pupils would be identified for the school's use. The rest of the data could be disregarded. High potential pupils who are markedly underachieving scholastically should warrant special attention," he writes.

Like most people in American higher education (see TES, January 4), Professor Jensen wholeheartedly supports standardized testing for university and college entrance. "It seems safe to say that the use of aptitude tests for college selection has had more beneficial effects for individuals and for society in general, and has been subject to fewer abuses, than any other use of tests."

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COURSES

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LETTERS

Why a 1980s handbook would flop

Sir,—On January 20, 1944, Mr J. Chuter Ede, Parliamentary Secretary to the Board of Education, said in the House of Commons second reading debate on the Education Bill: "... there is not one curriculum for every child but that every child must be a separate problem for the teacher."

I hope that no one will say that the State should lay down the curriculum of the schools. In his article "Common core lessons from the class of '37" (January 4) Professor Lawton goes a long way to saying just this. His argument seems to be based on the idea that because there was a Handbook of Suggestions in 1937, which he regards as State-imposed curriculum for the late 1930s and the early 1940s, there should be one for the 1980s.

Secondly, he assumes that because the I.E.A.s, from their replies to Circular 14/77, do not have a clear view of the desirable structure of the school curriculum, schools and teachers do not have one either. He reinforces this implication by unsubstantiated rhetorical phrases

like "cafeteria curriculum", "mathematics muddle", and the "responsibility to give access to real science" (whatever that is). However, the Primary and Secondary Surveys, conducted by Her Majesty's Inspectorate, revealed that there was a good measure of agreement in schools about what to teach, and that teachers were doing a good job. The majority of educational problems in our schools are the product of lack of resources, lack of in-service training, lack of time, and a surfeit of morale-supplying critical innuendo. There is little to suggest a handbook for the 1980s will do anything to remedy these deficiencies.

It is worth noting that the 1937 Handbook believed that its dictates on mathematics were modern. This raises the issue of curriculum rigidity. By waiting "with bated breath" for pronouncements from on high, we fail to notice the work of teachers in professional associations and local groups, giving their energy and time to formulate new approaches and materials, where

they, from their professional viewpoint, perceive the needs. It is usually a matter of years after the needs have been explored and by the teachers themselves that they are "discovered" by those outside the profession, including the Department of Education and Science. A rigid specification in a handbook might well stifle these initiatives, produce long time-lags between changing needs and the curriculum, and lead to a frustrated teaching profession. On the other hand, a more general descriptive and prescriptive guide would merely indicate what is already common practice and tell teachers what they already know without providing the necessary political cutting edge to spearhead their legitimate claim to improved resources to meet the pupils' educational needs.

ALAN EVANS,
Senior Official
Education Department,
National Union of Teachers,
Hamilton House,
Mabledon Place,
London WC1.

Meccano madness

Sir,—Concerning "Meccano shut-down causes O level crisis" (January 11), it is quite unusual for me to see an educational development I agree with and I was pleased to see an O level course in "control technology" utilizing Meccano. However, this is threatened by the outrageous and arbitrary shutdown of the Meccano factory. Ironically this news is contained on a page adjacent to an article on "the lost British engineer".

Has no one realized how invaluable a national and educational asset is being lost by the disgraceful shutdown of Meccano? This ingenious invention goes back 60 years and must have introduced countless thousands of boys (and their elders) to the basics of engineering.

It should be remarked that it is particularly absurd that Meccano should be thrown away at present. Meccano is ideal for the building of "Offshore Oil Structures" and also for the various mechanisms in Single Buoy Moorings (for offloading from the oil fields).

May I suggest that Meccano be taken over as an engineering educational establishment, or a public subscription of shares be called for?

H. BLUSTON,
24 Elm Close, Bedford.

Slangalongamax

Sir,—Judging by Max Morris' "review" of Teacher Strategies, edited by Peter Woods (January 18), we are witnessing a new form of light entertainment—*slangalongamax*. *Slangalongamax* consists of a few jolly clever metaphors; one or two rather witty sneers at the minority group most teachers love to hate—educational sociologists; and some good, old-fashioned, heavy-handed Morris dancing on that thick pile of "jargon" which university academics are alleged to manufacture with consummate ease.

First, in his repetitive onslaught against the so-called "jargon" (which he never distinguishes from "concepts") of academic educational sociologists, Mr Morris quotes from one of the papers in the volume as a "mild example" of such pretentious writing. Yet, if he had only taken the trouble to establish where the author of this quote was employed (this information is available in the book) he would have noticed that the author in question was not one of a "galaxy of talent from a dozen universities and colleges" but a deputy head teacher of a first school—a little nearer to the chalk face, one would have thought, than

the buttressed bureaucrats at NUT headquarters.

Secondly, Mr Morris expresses dismay that a chapter on humanism is not funny. Should we be so easily dismayed that NUT reports contraction and cuts in the education service are not written in black paper? Writing on humanism in classroom or otherwise, is it meant to be funny. It is intended to document the very important functions and effects of classroom humanism. This is a serious business.

Thirdly, Mr Morris attacks findings of so-called "superior research on teachers' professionalism and trade unionism as he though he does not specify in which respects it is superficial. He appears unaware that the research was not as he alleges, that "teachers' views about many different issues" but that inconsistencies in the views arise from various ambiguities in their job, not least their dualism and trade unionism. Given Mr Morris's own position as a senior union official one would have thought that such interpretation and rigorous argument on a part, rather than glib dismissal.

ANDY HARGREAVES,
Faculty of Educational Studies,
The Open University,
Walton Hall,
Milton Keynes.

Getting Kent in perspective

Sir,—You reported the release of a document by the local branch of the NUT in Gravesend in a way which suggested that it was factual, even authoritative (December 21). The truth is that it grossly distorts the situation: and that quite apart from a large element of purely subjective judgment, it contains serious errors of fact. Let me instance some.

First, anyone reading the article would think that there were a considerable number of "oversized" infant classes in Gravesend. Let us leave on one side the fact that the phrase "oversized" has no legal or formal meaning, but is an entirely invented by the NUT, and take actual figures. In the autumn term there was one class over 35 and relatively few classes over 30, whereas there were 20 classes with under 20 pupils, and a further 42 with numbers between 20 and 30.

Secondly, far from cuts in staffing having "gone beyond those needed to cope with falling pupil numbers", there has actually been an improvement in the overall pupil teacher ratio in the Gravesend Division over the past year, both for primary and for secondary schools. There have certainly been no "random cuts in staffing" where individual schools are concerned over numbers, indeed, have received additional staffing to cope with the additional needs. I would add that the allegation that specialist teachers were not replaced (presumably at secondary level) appears to be without any foundation whatsoever.

Thirdly, as far as two (un-named) junior schools which need "complete rebuilding" are concerned, there are a number of pre-1903 schools in Kent, as in other Authorities, which would merit consideration if there were a current general replacement programme authorised by the Department of Education and Science. The best professional advice that I can obtain, however, would not suggest that there is any junior school in the Division which is in urgent need of replacement. Obviously certain schools would benefit from improvements to their accommodation, but since the level of building programme allocation to Kent in recent years has been very restricted, only a limited amount of work can be done, and that usually where there is an agreed need for replacement which cannot be met.

Fourthly, the use of ancillary spaces (e.g. dining areas, balconies etc.) by teaching groups may well reflect individual school timetabling rather than a deficiency in accommodation. In the Gravesend District as a whole there is sufficient secondary accommodation for the numbers at present on roll. Two secondary schools are deficient in permanent accommodation, although planning rolls will alter that position, and in both, temporary accommodation

has been allocated to make up the deficiency.

Finally, so far as books, stationery and apparatus is concerned, the published figures of the Chartered Institute of Public Finance and Accountancy show that only seven out of 39 English counties spent more than Kent on each primary pupil, and only four more on each secondary pupil. These figures make no allowance for any benefit supplied from a highly effective support organization. Of course it is free to determine how these sums are allocated, some mistakes may have been made in a particular school, but we have not been able to trace such a case.

I think you will see from these points how the so-called "report" by the NUT in Gravesend has been grossly distorted.

In the face of six years' continuous loss of rate support grant (taking us down from 50 pence to the £ to 35) Kent teacher salaries improved its pupil teacher ratio by £3m in its budget, and again doing so this year, albeit marginally. I think that the fact should put the charges of the NUT in perspective.

A. J. L. BARNES,
Chairman,
Kent County Council
Education Committee,
Springfield,
Maidstone.

LETTERS

Tough on the jobless

Sir,—The proposal contained in the Government's Social Security Bill to defer the payment of Supplementary Benefit to school and college leavers under the age of 19 who are registering for employment has very serious social and economic consequences. Although the Secretary of State for Social Services has stated that "the main purpose of this change is to redeploy DHSS staff to more useful work", the proposal also helps to emphasize the danger of some Ministers becoming obsessed with what they consider to be large numbers of unemployed people deliberately refusing jobs which they think are available.

So far as young people are concerned and especially those school-leavers with few examination qualifications, it is simply not true, as the Secretary of State told the House of Commons on December 20, that "in many parts of the country there are jobs available". To imply also, as the Minister did to the House, that young people should be "mobile" and take the jobs that are on offer unfortunately reflects a lack of adequate regard of the special difficulties facing the least qualified young people. To imply, come from low earning households where this particular proposal will hit hardest.

The Minister's attitude is also worrying in that he fails fully to appreciate the social problems associated with young people aged 16 and 17 leaving home at that age to seek employment, say, in London and the south east which at present has 59 per cent of total registered vacancies for young people (which 15 per cent of total youth unemployment) compared with 13 per cent of total vacancies in the combined North West, North Wales and Scotland regions, which have 48 per cent of youth unemployment. In no part of the country at present is it easy for the least qualified and handicapped young person to obtain employment—hence the reason why there are more than 100,000 young people, not shown in unemployment statistics, who are engaged in the Youth Opportunities Programme.

It appears that the Government, rightly so, is to continue to pay Supplementary Benefit to those older students leaving courses in higher education. This traditional policy associated with the payment of supplementary benefit assists these students to seek employment appropriate to their qualifications and aptitudes, which is part of a sound manpower policy. To withdraw this traditional principle from those school-leavers who have chosen to enter employment rather than proceed to higher education (and be accepted for such) is also discriminatory.

There needs to be a more objective recognition of the very grave social and economic problems facing school-leavers in the hardest hit regions. Ministers should consider this particular proposal in the Bill. They should also examine Home Office evidence linking juvenile crime with unemployment. What is going to be the position when we have many thousands of independently minded school-leavers (young adults!) genuinely seeking jobs but who, because of circumstances beyond their control, are facing unemployment without any direct financial support at a time when pressures on household incomes generally are going to cause much stress and worry to families?

R. HURST,
Edgware Road,
Edgware,
Middlesex.

Unseen selection

Sir,—On December 4 the TES published a report based on an article in the latest edition of *Teaching London Kids* magazine (available from 40 Hamilton Road, SW19, price 30p plus 15p postage and packing).

This dealt with the preferential voluntary schools in London as compared with county comprehensive schools. The article showed that some voluntary schools have more than their fair share of the more able and very few Band 1 pupils. As an inevitable result



For God's sake, it's nearly closing time: shouldn't you be outside the Red Lion?

Not so much a squeeze

Sir,—Perhaps all statistics should be taken with a pinch of salt, but there is an interesting discrepancy between the figures of "age-participation rate" quoted in the article "Big squeeze on student places expected" (January 18), and the figures in Table three of the DES Statistical Bulletin 16/79 dated December 1979. In the latter, the latest figures relate to 1977-78. They show that between 1973-74 and 1977-78 the percentage of all school-leavers entering degree courses rose from 6.5 per cent to 7.3 per cent. The table quoted by you shows that the percentage of under-21 home entrants to Higher Education in relation to total 18-year-olds fell from 14.0 per cent to 12.7 per cent in the same period.

It is likely that the discrepancy is accounted for by the drop of entries from school leavers into teacher training courses from 2.3 per cent in 1973-74 to 0.5 per cent in 1977-78. Presumably "Higher Education" in the table you quote must cover "Teacher training courses", i.e. non-degree courses with one A level entry.

School leavers with one A level may have found "other courses", where the DES table shows a rise over the period from 5.4 per cent to 6.0 per cent. School leavers with two A levels who previously came in the teacher training courses category are more likely to be in the degree course category.

Do not these figures put in doubt the belief that the age-participation rate in degree courses is in decline? Is not much of the reduction in the age-participation rate in 1977-78 shown in the table you quoted accounted for by the double effect of fewer teacher training places and the loss to school-leavers of a one A level route into HE?

A. ROWLAND-JONES,
Vice-Principal,
Cambridgeshire College
of Arts and Technology.

Paul Johnson's rough justice

Sir,—If I understand Mr Johnson correctly ("Platform", January 18), he wants an education system in which some schools have highly qualified staff, small classes, plentiful funding and a selective intake, while other schools have poorly qualified staff, large classes, pitiful funding and an intake produced by the kind of "natural" selection that always governs the intake of such schools.

This is "variety". With a vengeance!

Mr Johnson should take heart: it is precisely this kind of variety that characterizes our existing educational institutions, and all the signs are that things can only get more and more "various". But how ingenious of him to suggest that this arrangement has anything to do with his other declared value: equality of opportunity! RICHARD JEFFERIES,
Helston Road,
Park North,
Swindon,
Wiltshire.

Blind to the real evidence

Sir,—With reference to Paul Johnson's "Platform" (January 18), Loyola on's "Rabelais hated it", Loyola loved it" (January 18) Hooke's law of elasticity applies to materials as well as to the human intellect. Elastic materials stretched beyond their limits of elasticity begin to show signs of permanent deformation. Paul Johnson's intellect, with due respect, stretched beyond its limits by the complexities of human problems is showing signs of severe buckling under the strain.

To refer to a "carefully orchestrated character-assassination" of

the late Cyril Burt, and a "vicious campaign" against Burt's unethical approach Eysenck, indicates that as far as rational appraisal of evidence is concerned Johnson has pulled the blinds down and called it a day! DR TITO MENESES,
Briar Avenue,
London, SW16.

Letters for publication should be as short as possible and should be written on one side of the paper only. The editor reserves the right to cut or amend them if necessary.



Are your children as good as gold?

The Association of Teachers of Domestic Science introduced an Award Scheme for Home Economics at the beginning of the Spring term.

The Scheme has been designed to help encourage school children to become even more involved in this important subject and all schools in Great Britain will be invited to participate.

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For details please write to Course Secretary, LGORU, 201 King's Road, Reading, Berks RG1 2BA.

People

Mr D. C. N. Hudson, former head of Pownall Hall, Wilmslow, Cheshire, is to be the new headmaster of Shrewsbury House preparatory school in Subiton.



Mr Denis Felsenstein has been appointed Inner London's new staff inspector for secondary schools. He is at present divisional inspector in the authority's division two, covering Westminster and Camden. Formerly he was deputy head of the Jewish Free School, Camden, and in 1970 became head of Brook House School, Hackney.

Miss Marguerite Waller, one of the grand old ladies of the girls' education world, died earlier this month at the age of 85. She was president of the Association of Assistant Mistresses from 1946 to 1947 and taught history at St Saviour's and St Olive's Girls' School, Southwark, for 42 years.

Ms Vivien Stern, director of the National Association for the Care and Rehabilitation of Offenders, has been appointed to the Manpower Services Commission. She will represent the interests of voluntary organizations on the MSC's Special Programmes Board. NACRO has made good use of the commission's facilities. Last January it set up an Employment Development Unit, financed by the Manpower Office, by which more than 600 offenders were sent on YOP and STEEL schemes.

Mr Nicholas Bennett, Conservative leader of Lewisham Council and a co-opted member of the ILFA, has been appointed senior master at Christchurch School, Chatham, Kent, with special responsibility for staff development. Two weeks ago he was expelled from the National Association of Schoolmasters-Union of Women Teachers for not taking part in the union's five-hour day dispute last year. His new job at Chatham is thought to be the first appointment of his kind.

Professor Angela M. Rowley and Dr Anna Robinson are to be part-time members of the Equal Opportunities Commission. Professor Rowley is Professor of Industrial Relations at Strathclyde Business School, Strathclyde University, and acts as an arbitrator for ACAS. Dr Robinson is a lecturer in politics at University College, Cardiff.

Mr Malcolm Deere, aged 43, is the new principal of Hackney College, one of Inner London's largest general colleges with 11,000 students. He was formerly vice-principal of South East London College.

Mr Clive Grimwood, 35, formerly deputy head of Harfield Campus, Sheffield, is the new head of Dunraven School, a 1,000-strong mixed comprehensive in South London.

Mr Rodney Usher, 37, former head of Dunraven, became head of Pimlico School, London, last term.

Mr Edward Riches, 53, a former pupil and teacher at Beaufry School, Lambeth, South London, was made its headmaster last term. Mr Freddie Moss retired after seven years as head of Beaufry, a purpose-built secondary boys school with 1,100 pupils.

Professor Uriel Tal, professor of modern history at Tel Aviv university, has taken up a three-year fellowship in Holocaust Studies at Oxford University.

Mr Vincent Chapman, secretary of the College of Preceptors, has retired after 30 years. During the 1950s he rebuilt the college's reputation and developed examinations.



Karen Anglis (pictured above with her coach) is believed to be the youngest roller skater coach in Britain. Karen, aged 12, goes to school in Tottenham, London, where she lives, and teaches roller skating 16 hours a week, travelling 30 miles a week to do so. She has been a member of the Federation of Roller Skating Coaches.

He was responsible for the college in-service training programme for headteachers and in 1971 persuaded the DES and Durham to recognize the college's diploma as a degree equivalent. He is succeeded by Mr Peter Daniels, former administrative officer of Mid-Kent College.



Miss Patricia Lancaster, headmistress of Wycombe Abbey School, the new president of the Girls' School Association. Miss Lancaster, an arts graduate of London University, began her teaching career at Mary's School, Caine and gained her first headship 18 years ago at St Michael's, Portsmouth.

Mr Graham Clarke, deputy head of West Greenwich School, is the new head of Samuel Pepys School, Bromley, in South London where he started his teaching career 23 years ago. He takes over from Mr Richard Clegh who has a new post in Walsley.



she lives, and teaches roller skating 16 hours a week, travelling 30 miles a week to do so. She has been a member of the Federation of Roller Skating Coaches.

In brief

University applications rise by 2 per cent

Applications for places in Britain's universities this year are up by two per cent despite a 12 per cent drop in requests from overseas students. Figures from the Universities Central Council on admissions up to December 15 last year, the normal closing date, show a rise in total applicants to 153,275, compared with 150,492 at the same date in 1978.

UCCA, which receives the applications, said normally an extra 10 per cent made late applications and it estimates the final number applying for places in 1980 will be 170,000 compared with 166,000 last year.

United Kingdom applications by December were 4 per cent up at 136,451, compared with 131,355 last year. UCCA says the final British figure is likely to increase by 4 per cent. The big drop in overseas applications can largely be attributed to government policy of increasing overseas student fees and cutting out taxpayer subsidies.

enable other researchers to measure the effects of violent programmes on viewers.

He has been awarded a research fellowship by the Independent Broadcasting Authority.

Scouts face funds slump

Scouting faces a loan time in the 1980s according to the Scout Association. In the last decade world scout membership rose from 12 to 15 millions, and numbers of scouts in the UK increased by 20 per cent. But the falling birthrate and higher costs of equipment and premises in the UK means the association will have to put more effort into fund raising and into areas where scouts are thin on the ground to sustain this growth. A campaign will be launched to recruit more leaders.

Nudes get more

Models who pose nude in Norfolk art schools have been given a 32 per cent pay increase, after college governors had expressed concern about the recruitment of life models of the right calibre.

The models will now receive £1.80 an hour instead of £1.35. It will mean £513 a year more on the county's wage bill.

Environment journal

The Council for Environmental Education, an educational charity founded in 1968 to promote environmental education, has re-launched its journal, REED.

The journal appears in paperback form for the first time.

TV violence watch

Mr Barry Gunter, a research student at North-East London Polytechnic, is to spend the next two years watching television and devising a scale of violence which will

COURSES

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ARMC

features

'If it was really intended that women should attain more power, how would we change education?'

Valerie Hannon questions whether education for sexual equality is really desired by those in charge of schools

How serious has been the intention to eliminate educational discrimination against girls and women? The question is raised since, increasingly, we are told that the problem is solving itself, gaps are narrowing, and what anyway is the importance of the issue in comparison to so many others faced by the education service?

The history of the explicit recognition by official agencies of sex discrimination as a feature of the education and training system is short. The first and only DES survey on the subject, *Curriculum Differences for Boys and Girls*, was published in 1975. The Sex Discrimination Act 1975 included a set of provisions relating to education and established an Equal Opportunities Commission with a small education section.

In the 1977 Green Paper *Education in Schools*, sexual differentiation was acknowledged as problematic and in need of consideration by teachers and planners: fortunately, however, the problem was well on the way to solving itself: "distinctions between what boys study and what girls study are disappearing and in many schools both are now educated for shared domestic responsibilities, including the responsibility of future parenthood."

Given this perspective, it was not surprising that the Green Paper failed to make any proposals to encourage change. While the quality of the teaching profession (and therefore its training) was said to be the key to improvement, the promotion of "equal opportunities" was not listed among the priorities for in-service training. Preference was given to negative exhortation. Care must be taken to see that girls do not, by subject choice, limit their career opportunities.

No mention of sex discrimination appears at all in *Progress in Education* published at the end of 1978; from which one might conclude either that there has been no progress, or that there is no problem.

The degree to which women are disadvantaged by the education system must be judged primarily in terms of outcomes, and not merely of educational facilities, such as qualifications. The distribution and level of employment, income and access to credit and other facilities are all measures of the power enjoyed by groups.

It would, of course, be absurd to suggest that the educational process was the only factor involved in creating and maintaining the relative powerlessness of certain groups. However, whatever perspective is adopted to analyse existing inequalities, the importance of education (both in its function of transmitting the dominant ideology and in skill- and de-skilling—people for certain roles) must be acknowledged, even if the precise relationship is the subject of controversy. Therefore, if the powerlessness which characterizes the educational, economic and social position of women as a group has not been related to features of the education system, then it is because we have not been attending to the right features.

I do not propose to enter into the debate about the desirability or otherwise of equipping women to participate in a stratified, competitive society. My purpose is to raise the question: if it was really intended that women should attain more power, how would we change education?

A profile of women's powerlessness can be constructed by looking at some of the available statistics on women. The fates and fortunes of males and females become increasingly divergent as they progress through the educational system and into working life. The outcome of the schooling process continues to be a sexually segregated workforce in which women are

trained less, paid less, and promoted less; for the majority, their "liberal arts" education fails even to give them the tools to articulate personal or political protest.

It would be foolish and intellectually anachronistic to assert that schooling alone is responsible. A complete analysis must be grounded in terms of the relationships between the education system, the means and social relations of production, class and sex: it is impossible here to approach such an attempt. I suggest, however, that it is a valuable exercise to consider what might be done with, and through, the compulsory schooling process if radical change was genuinely desired.

We have seen that the DES authors of the Green Paper have taken the problem to be one of girls' choices: they continue to choose arts subjects rather than sciences; caring, clean jobs rather than technical, dirty ones. To make sense of such "choices" one needs to consider the context in which they take place.

One needs, as a resource, more than the statistical information regarding exam performance, subject choice and the rest. These need to be combined, in a way which permits of generalisation, with first-hand accounts of the gender-differentiated experience of schooling.

Feminists have always recognized their importance; social scientists (particularly in education) have been slower to do so. These are now beginning to appear: studies such as Ann-Marie Wolpe's 1977 paper *Some Processes in Sexist Education*, and Sue Sharpe's book *Just Like a Girl* are of enormous value.

It is fashionable of late to point to the power of the "hidden curriculum", but I intend looking at the "explicit curriculum" or what Lawton has called the "selection from the culture of a society".

I do this for three reasons.

First, I believe our potential to change the "hidden curriculum"—defined as, say, the unintended consequences of the planned educational experience—is in fact very slight. Second, the explicit curriculum is the subject of increasing educational debate and, perhaps, of official approval for teacher-initiated curriculum development. Third, it is important to pose the question: "who gets taught what and why?" Which selection from the culture is made?

As Michael F. D. Young remarks in *Knowledge and Control*: "We have had virtually no theoretical perspectives or research to suggest how curricula, which are no less social inventions than political parties or new towns, arise, persist and change, and what the social interests and values involved might be."

If it really is the case, as asserted by the HMI's in their working paper *Curriculum 11-16*, that schools through the curriculum are concerned with the "growth, confidence and independence" of pupils, how should we account for the fact that sex itself so rarely appears in the curriculum in its own right? Occasionally, it is incorporated into biology, or religious studies. Yet the growth (and repression) of sexuality pervades the school experience, as the work of Wolpe and Sharpe and of McRobbie in her study *Working Class Girls and the Culture of Femininity* demonstrates.

Sharpe describes how the girls in her study experienced a stricter social control than their brothers, exerted by their parents out of fear for their sexual safety. This is a fear which few females brought up in this society can avoid learning. If we were genuinely concerned, through the curriculum, with "growth, confidence

and independence", would we not equip girls with knowledge of their own developing sexual response, and of effective contraception?

The most aggressive martial arts, like aikido, provide methods of effective self-defence which do not depend upon physical strength and stature. While rape and sexual assault persist in our "brutally sexist" society, and continue as a feature of girls' commonsense knowledge of the world, it would seem sensible that their physical education should equip them to deal with the problem.

To return to the question of subject choice, we are asking a curious thing of girls in telling them to become scientists, "makers of the world", technologists, when, simultaneously, they learn to be afraid to walk down a street alone at night, or to experiment with their own bodies for pleasure.

For girls to become a more powerful group, they must be given some understanding of females' past powerlessness. The curriculum needs to be considered from this point of view. It is now a commonplace that "history" generally renders women invisible. The work of historians like Liddington and Norris in *One Hand Tied Behind Us*, and of Rowbotham in *Hidden from History*, is beginning (but only beginning) to redress the balance. Very little material has yet filtered through for school-room use, beyond accounts of the women's suffrage movement.

Similarly, in other subjects like English literature, social studies, art, biology and—where it is taught—psychology, there is a need to examine what girls are learning about women's abilities and potential, and therefore what they should (realistically) expect for themselves. Some attention should be paid to the content of what is taught rather than the context, partly because official ideology (or conventional wisdom) stresses the importance of "attitudes"—as though these were more malleable—in contrast to the curriculum itself, which by implication is given, "factual", unselected.

This should not be interpreted as a proposal for Women's Studies to be grafted on to the curriculum as another "subject": rather it is the suggestion that a radical reappraisal of the whole curriculum might reveal to what extent girls are taught a social identity at odds with that to which it is said they should aspire. For they learn that women are unachieving and passive; onlookers rather than agents.

I have called into question how seriously education for sexual equality is desired: this should not preclude, however, some discussion of possible mechanisms for change if it were in fact willed. Much of the curricular analysis which I have suggested is desirable depends upon the production by researchers, academics, textbook writers and others of resources and materials which present viable alternatives.

Little could be achieved without a massive effort in the in-service training of teachers such as has been mounted in the United States and, to a certain extent, in Sweden. Whatever might be the constraints in patriarchal, capitalist societies upon equality programmes such as these, they at least provide some evidence of serious intent.

Valerie Hannon was formerly head of the education section of the Equal Opportunities Commission and is now a Research Fellow in Socio-Legal Studies at Sheffield University.

This article is an extract from an essay in *Education and Equality*, edited by David Rubinstein, published jointly yesterday by Penguin (£2.50), and Harper and Row (hardback, £7.95) and reviewed on page 23.

My complaint is that there's too much discrimination and not enough sex...



features

Dig where you stand

Ken Worpole looks back on the growth of local alternative groups and institutions during the 1970s, and considers how schools might respond to changes in their community

State education is inevitably determined by national political perspectives and priorities, but it would be foolhardy for individual schools to ignore the changing pattern in local politics which was such a feature of the 1970s.

In Hackney, for example, where I live, the Trades Council recently called a meeting to coordinate the local campaign against public spending cuts, and found themselves writing to well over 500 community, ethnic, tenants and trade union groups in the borough.

That such a geographically small area, with a declining population which has recently dropped below 200,000, can yet sustain more than 500 voluntary, self-organized local groups, is a concrete example of the changing political forms of society. The growth of "community politics", like the growth of the women's movement, is one of the most visible developments of the past decade.

Defections from two other political traditions have fuelled this new local political culture. Many people towards the end of the 1960s became disillusioned with electoral politics, whose highest moment of activity happened every third or fifth year with the addressing of envelopes. The collapse of the revolutionary possibilities of 1968 turned others back to the continuous, day-to-day organizing of local campaigns. "Dig where you stand" became the new text.

Out of this grew the long-term politics of creating and maintaining alternative institutions: bookshops, cafes, wholefood shops, women's aid centres, playgroups, nurseries, housing co-ops, law centres, youth projects, feminist education projects, alternative local newspapers, local publishing initiatives and resource centres. The 1970s was a more politically creative decade than many people seem to realize, and the educational implications of this changing local political ecology are exciting.

The new local politics has developed its own educational form—the "workshop". It was in 1969 that ex-committee of 100 activists in Notting Hill started a community play programme which became the famous Notting Hill Community Workshop, a network of play schemes and evening activities which grew into a powerful housing and anti-motorway lobby in the area. In the same year the Women's Liberation Workshop was formed in London, and after the first national women's conference a year later, workshops were started in many towns and cities.



Above and right: The Bookplace in Peckham, one of the last community projects to emerge during the 1970s.

In the late 1960s also, Ruskin College created a continuing History Workshop which proposed new ways of revitalizing local history, ideas which were taken up and developed in a number of different places. More recently we have seen the growth of writers' workshops and theatre workshops in various parts of the country.

All these developments have clearly influenced both the nature of what is taught in schools and how it is taught. Few secondary schools, I would have thought, have been able to remain immune to the real achievements of this new political culture.

"Girls" and "Boys", as a classification, no longer solves every problem of timetable planning or careers programme. School history finds that young people with tape-recorders can get excited about the past by talking to local people. Young writers are looking for more than a teacher's comment or a grading when they have completed a substantial piece of work, or a collection of poems.

In all of these cases, many young people, although still at school, are aware of what is going on in the local "alternative" institutions, and may be active in them themselves.

In the early days of these local initiatives, there was considerable hostility towards them from local councils, who resented the idea that anyone else might think of better ways of providing and managing local recreational cultural and welfare facilities. They claimed to have

the mandate for the job.

Yet as it has become clearer that most local political parties function in only the most desultory ways, often on a very small electoral mandate, with perhaps a small majority of a 20 per cent poll, many councils have now turned to the networks of community organizations in order to seek advice.

Individuals and organizations, denounced as extremist or bizarre in their ideas and projects five years ago, now attend meetings in town hall executive rooms, with tea and biscuits, as partners in the democratic planning of the future.

The changes in the local political culture of many towns and inner-city areas have been marked by many such ironies over the past decade.

The tremendous voluntary spirit of the community projects has largely prevented the social fabric of many inner-city areas from disintegrating, and thus precipitating the "crisis of capitalism" that many of the community activists, wearing other political hats, had foretold.

A more bitter irony has been that such enormous energies have been invested in reactivating increasingly introspective working class and cosmopolitan communities, by creating a variety of new facilities—a bookshop perhaps, or a partisan cinema or theatre—that this has unwittingly made such areas suddenly attractive to middle class house buyers dedicated to the politics of consumption.

Then there is the ironic spectacle of several senior Conservative ministers trying to quieten the noisy racism of the most recent party conference by reminding the audience that the one hope for the inner-city areas, in their view, is the recent presence of Asian businessmen, who are the only new sources of capital to arrive here since the war.

It is interesting that hardly any of those who have taken the road of local politics have chosen the electoral "socialism in one borough" model of the famous "Red" Bologna in Italy, although there were obviously historical precedents nearer home with the examples of the confident Labour/Communist councils of the 1920s and 1930s in East London, Clydeside and the Rhondda Valley towns.

The defeat of the Clay Cross claim for local autonomy deterred many, and the only other recent attempt to produce a radical approach to the local economy, by Wandsworth Council with its policy statement *Prosperity or Stump? The Future of Wandsworth's Economy?* of 1976, was

abandoned when the Conservatives won the local elections in 1978.

There have, of course, been a number of state initiatives on the declining economies and morale of inner-city areas, but deprivation have been tried by successive governments in the past decade with very little success. But that is surprising.

While the Home Office pushes additional funds and resources in the direction of the inner-city areas, another government department, concerned with regional development, is urging firms to vacate the cities in favour of green sites and new towns. One single industrial grant for £148m, to Ford for a new British engine plant, for example, was more than the whole annual budget for the inner-city programme.

After the early Utopian hopes for community politics at the beginning of the 1970s, there is now a much more developed realism. Serious analytical work has started, with Cynthia Cockburn's *Local State*, published in 1977, being a pioneering study of the structural forces at work in local politics. Since then there has been important work done by a Political Economy Collective of the Community Development Projects and published recently in a handbook, *The State and the Local Economy*.

The women's movement has recently produced an imaginative comment on the possibilities and practicalities of autonomous socialist politics. *Beyond the Fragments* by Sheila J. Botham, Lyn Segal and Hillary W. Wright, has upset several apple-carts and caused wide discussion on the left of the Labour Party. It is a detailed critique received ideas on the absolute necessity for a Leninist vanguard party, and argues for the creative socialism of new institutions, and new relationships, most of which clearly would have initially a local basis.

The recent emphasis on self-management has coincided with a rediscovery of the ideals and forms of the co-operative movement. A large part of the new worth economic programme was based on initiating worker co-operatives. Existing local institutions like nurseries, community centres, and theatre groups have democratized themselves to working collectives.

Only a passing phase? I don't think so. Many of the so-called alternative institutions of the early 1970s, particularly bookshops, theatre groups and local history and writing initiatives, have survived surprisingly well, to become accepted features of the local landscape.

Many of them, for example, have proved to have a stronger staying power than the Left Book Clubs of the 1930s or the New Left Clubs of the late 1960s, which enjoy such a venerable reputation in the cultural history of the left.

More certain is that the inner city now faces yet further displacements and economic erosion. There are large government cuts in store, and the beginning of the new sweated industries service, the new technology, which offers the worst financial alternative to the old, and semi-skilled opportunities of the traditional industries now in decline.



Michael Abraham

Fortunately some sections of the left, for a change, are keeping pace with the social economic and political developments in the changing economies of "the local state". There are now trades councils, trade union combine committees and even Labour councils who are at least keeping up to date with technological developments, which is more than can be said for some in the labour movement at ministerial or TUC general council level.

The question is, are schools to wait on general government thinking before they

begin to respond to these critical problems of the rapidly changing local economy? For all these changes profoundly affect the relationship the school has with its community, as part of this changing local economic and political culture. If the pattern of local work, unemployment and leisure is to change, should not the schools—through the parents, teachers and students—be involved in understanding and directing these changes?

If job creation schemes, and other similar programmes, are going to become a permanent feature of the local

economy, should not their different aims and procedures be part of the school curriculum? If there are going to be more jobs in independent initiatives, like nurseries, building co-operatives, and various new forms of producer co-operatives, neither state-run nor commercially run, neither fish nor fowl, then the important issues of work relationships and self-management need to be raised, and better still rehearsed, while the students are still at school.

For if capitalism can no longer provide for the future of the children in our schools, then neither can state socialism.

An involvement in the local political culture and economy is the first step towards working out some form of interim set of social relationships and modes of production and distribution which might provide us with the key to the larger economy.

School students in London have been out on the streets with thousands of adult workers protesting against the cuts. What are their schools suggesting as an alternative?

Ken Worpole was a member of 'Centreprise Community Project' in Hackney.

A gifted conservative

On his last teaching practice during his emergency training as a teacher in the late 1940s,

Edward Blishen received 'an unexpected bonus', by the name of Buller

I hadn't at all liked him on my preliminary visit: He would, he said firmly, stay in the room while I taught. My optional subject was English? Then he very much hoped I liked English. Keen on versimaking, himself: approached it through a discussion of the technicalities. "Why deprive them of knowing about spondee and dactyls and trochees?" My heart sank. How could this happen so blatantly in an English classroom, when no man in a room where Art was taught, in such a school, would dream of approaching the work through a discussion of chiaroscuro and tempera and basso rilievo? Buller

seemed to assume that I had no ideas of my own. Of course I was the student and he was the veteran. But should he not, out of ordinary courtesy, have asked me how I would approach versimaking in the classroom?

And when the experience began, how different he was! Or rather, how very much the same! The difference lay in my understanding of him. Buller was the first magically gifted conservative teacher I'd ever observed. He was tall, in a rather helpless way: that is, his limbs seemed to have grown longer than he'd ever intended, and there were parts of them he

appeared never to have claimed. So his trousers, and the sleeves of his jacket, were distinctly too short. There was a clumsy impression of wrists and ankles he'd not consented to cover. His face, like his name, was that of some nineteenth century field-marshal, a hawk's face, complete with a moustache that was a sort of military encampment on that large, even, war-like surface. But look twice, and you saw humour and subtlety, the possibility of deep and unusual smiles.

Buller taught hard: gently and humorously so. His class, of last year boys, was relaxed: I was later to realize, remark-

ably relaxed. "Don't," Buller warned, "regard this as a magic phenomenon: it's based on old struggles." He was, because the interest of his boys. "This is not characteristic of this school: it is not, I was to discover, characteristic of many schools. The rule was, for example, that during any break boys must be in the playground, unless there was a master in their classroom. All teachers but Buller dashed to the staff room: it was where they yearned to be. Buller stayed among the boys. Partly this may have been because an old pupil had gone to war in a famous brewery, which had the prospect of sending a pot of yeast, free, weekly, to any who wished to receive it. Buller was addicted to yeast. The eating of it brought the breath, very strongly—merely opening the lid on a potful causes an explosion not to everyone's taste. At some time or other I think Buller might have been advised that he was—he and his pot of yeast were—not welcome in the staff room. But I think he might have said, "I'm a field-marshal, and I'm here."

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ably relaxed. "Don't," Buller warned, "regard this as a magic phenomenon: it's based on old struggles." He was, because the interest of his boys. "This is not characteristic of this school: it is not, I was to discover, characteristic of many schools. The rule was, for example, that during any break boys must be in the playground, unless there was a master in their classroom. All teachers but Buller dashed to the staff room: it was where they yearned to be. Buller stayed among the boys. Partly this may have been because an old pupil had gone to war in a famous brewery, which had the prospect of sending a pot of yeast, free, weekly, to any who wished to receive it. Buller was addicted to yeast. The eating of it brought the breath, very strongly—merely opening the lid on a potful causes an explosion not to everyone's taste. At some time or other I think Buller might have been advised that he was—he and his pot of yeast were—not welcome in the staff room. But I think he might have said, "I'm a field-marshal, and I'm here."

who'd have engaged in crime, anarchy, all sorts of unspectability and (he would I've said) "mere socialism" to secure the interest of his boys. "This is like a common room", he told me once when morning school was over, and boys were wandering about the room, talking. And on the same occasion: "I like the atmosphere to be as like that of a home as possible". Buller was, after all, no gentleman engaged in slumming—talking the boys. Partly this may have been because an old pupil had gone to war in a famous brewery, which had the prospect of sending a pot of yeast, free, weekly, to any who wished to receive it. Buller was addicted to yeast. The eating of it brought the breath, very strongly—merely opening the lid on a potful causes an explosion not to everyone's taste. At some time or other I think Buller might have been advised that he was—he and his pot of yeast were—not welcome in the staff room. But I think he might have said, "I'm a field-marshal, and I'm here."

Early on during that practice I took, in his presence, a lesson on current affairs. He sat writing while I talked, much too much—and with none of his ability to command their thoughtful response—of the outside world, as if it were inexorably like a common room. I was amazed as I did so. Buller's gift was to relate anything, almost any subject matter, to the world's grandest affairs, to his rough-and-ready fourteen-year-olds. I think it was, at the end of my awkward performance, a silent lesson, for my benefit, when he took from a boy a *Daily Mirror* and turned the pages as he asked his question. Why do you read a newspaper, then, Buller, in fact, was a conservative

his sense of the impossibility of answering this immense question. All the same, since old Buller asked it, he brought his attention to the elusive, hopeless idea of an answer. What struck me specially was that Buller gave no hint that he himself was a non-*Mirror* reader. Conservative, gentlemanly, he totally lacked condescension.

As for me, I realized that I had been talking to the class exactly as if they'd been readers of *The Times*. . . . I came in one morning and thought I was in the wrong room. There was an unbroken silence: Buller was pacing up and down, unsmiling. His form was sitting so still it might have been dead: whenever Buller halted in his pacing, it became improbably stiller. "And Jenkins," said Buller, to a boy he'd never in my hearing called anything but Jack, "your face is not clean. I doubt very much if you've washed this morning. You may remember one of my rules about that?" "You don't have people in the room who haven't washed," mumbled Jenkins. "Don't care for mumbled," said Buller coldly. "Would you like to say that again?" The woe-begone Jack said it again, as audible as a leading actor. Then he left the room, bound for a washbasin.

I stood petrified myself while Buller visited his icy dissatisfaction on one boy after another. It was as if the sky had fallen. Even when angry, Buller was unfailingly courteous: but it was a courtesy that cut like a knife. Rudeness might have been much more comfortable. . . . I was wondering about the cause of it all when I found Buller at my side. He turned his back on the class and whispered: "They are good lads, aren't they? I've been very lucky, you know. I've had some good forms but this one would take some beating. . . . We need to tighten up now and then. Does us all good. I do this once or twice a term. I'll let them have another few minutes of it, and then you can give them that lesson you've prepared. Shall I look at your notes?"

It was a lesson on how to calculate the volume of a cone. My notes were marked by the usual squeamish division of the topic into passages timed with absurd exactitude, and by the usual nervous attempt to conform to the sequence of steps laid down, as essential for those acquiring knowledge, by Johann Friedrich Herbart: Preparation, Presentation, Formulation and Application. Buller looked up expressionless from the notebook, but I could guess at the steps his own thoughts had been following: Diversion, Rejection, Police, Dissimulation.

Then he called for a boy to fetch, from a cupboard, an assortment of wooden solids. The class warily returned to life. "I shouldn't, you know," said Buller, "bother with your notes. Why not just talk round these things?" I was amazed by them—I'd not seen such a set since we'd used one at school, nearly twenty years before, as the material of drawing lessons. I knew how to give a sketch of a cone some faintly plausible quality of roundness: but, mathematically, its transformation from an abstract object to a real one threw me. I was even more cruelly thrown by the various cubes, cylinders, pyramids and spheres. Mercifully, Buller himself took part in the lesson: he could sense where a gap began to yawn in my maths, and did not leave it yawning. "I enjoyed that," I told him afterwards. "Learned a lot." "They did, too," he said, grinning. Then he added words that, when I really began to teach, I was always recalling. "What matters, you know," he said, "is not 'What shall I teach?' What matters is 'Shall I teach?'"

These extracts are taken from *A Nest of Teachers*, published yesterday by Hamish Hamilton (£6.95), and reviewed by H. C. Dent on page 24.

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arts

dancers as the basis of their new movements. It sounds as if it could create great problems of balance for the dancers, without corresponding to the choreography. Steve Paxton's future performance, with La Nelson will illuminate all this.

Umbrella's first week probably illustrates fairly what we can expect from the rest: controversy, work from one (Paxton); self-dependence from another (Natali Sokin); establishment sub-ICL choreography from another (Ingard Lonnroth); and just occasionally something really to sit and watch (Jane Dudley's original and eccentric *Six Little Pans*). A gem or two may be there but the price will probably increase in weeks.

arts

When the Hollywood studios were at their peak, from the Thirties to the Fifties, they were like Renaissance city states. Behind the high walls, built to prevent other studios from stealing their ideas, they were a law unto themselves, with their own police forces, doctors, schools and homes. It was common for a studio to be dominated by one family. They were great cultural patrons, calling upon talent from all over America and Europe, with a huge, immeasurable and insidious cultural influence upon the world. Like the Renaissance forerunners, the movie moguls wielded great power with little responsibility.

There were five main studios in Hollywood — Metro-Goldwyn-Mayer, Paramount, Twentieth Century-Fox, Warner Brothers and RKO Radio City, which MGM was the largest, richest and most prolific. To acknowledge the contribution that MGM have made to the history of cinema, the National Film Theatre are today launching their most ambitious season ever. Spread over eight months, it will explore the whole range of the studio's activities in five sections: the stars, the directors (in two parts), the musicals and a special tribute to Greta Garbo.

It is difficult to grasp the extent of MGM as it is today. Based in Culver City, its who reached out over 29 sound stages and included an artificial lake fed by an artificial river and a real forest. It housed the largest staff of all the studios, with a regular contingent of 20 directors, 75 writers and over 250 contracted actors. This led to the extravagant publicity line that MGM employed — "more stars than there are in the heavens".

This was the Hollywood studio as dream factory. Driving the machine to the peak of efficiency was the studio's first vice-president and general manager, Louis B. Mayer, who took home, in 1924, a salary of \$1,500 a week, not counting the bonus of a 10 per cent share in the company's profits. He supervised the combination of the three previous studios into the greatest fantasy production line ever built.

His deputy was the sickly Irving Thalberg, an erratic genius whose role, defined as "supervise, manage and generally control the manufacture of all pictures". While Mayer dictated the limits of grand finance and morality, and personally chose the unknown actors who would be elevated to stardom, Thalberg kept strict control over film production. He had a rare gift for choosing storylines and, sweeping aside all notions of artistic integrity, happily directed the recasting of a com-



Decline and fall of the dream factory

Nicholas Wapshott on M-G-M

pleted film. His motto was "Film isn't made, it's remade".

This interference has led to a confusion for film historians, who are unable to determine exactly what a director's original intentions were. And yet Thalberg often indulged the artistic pretensions of his directors and MGM collected together an extraordinary team of film makers, happy to put up with Thalberg's final veto in exchange for the benefits of a large budget and the unequalled expertise of the MGM technicians. Among them were Erich von Stroheim—whose seven-hour epic, *Greed*, was cruelly truncated by Thalberg—Clarence Brown, King Vidor, Ernst Lubitsch, Hal Roach, Cecil B. DeMille and George Cukor.

In the first 12 years of MGM's existence, until Thalberg's premature death in 1936, the team of Mayer and Thalberg produced 550 films, reaching a peak of 53 in the year 1928-29. This output was main-

tained by a ruthless exploitation of the contracted staff. Actors, writers and technicians were expected to work on several films simultaneously, a demanding regime which stretched many, particularly actors, beyond endurance to become dependent upon drink or drugs.

Corporate possession of stars meant rigid discipline. Actors who misbehaved were punished by holding back work from them. But, again, the actors were willing to put up with these indignities to reap the benefits of worldwide fame and high salaries. MGM made their own stars and their efficient application of the system gave them a unique pool of talent.

During a studio birthday celebration in 1941, Mayer sat surrounded by his galaxy. They included James Stewart, Katharine Hepburn, Greer Garson, Mickey Rooney, William Powell, Spencer Tracy, Walter Pidgeon, Gene Kelly, Robert Taylor, June Allyson, Gladys Cooper and

the bandleaders Tommy Dorsey and Harry James. Judy Garland was absent, on tour, and Lana Turner, Charles Laughton and Clark Gable were in the armed forces. Gone from the studio at that time were Greta Garbo, Jean Harlow, Elizabeth Taylor, Joan Crawford, Myrna Loy, Jeanette MacDonald, the Marx Brothers and Laurel and Hardy.

After Thalberg's death, Mayer reigned alone, presiding over the studio's ten most successful years. He operated a hard-nosed paternalist system. His autocratic rule led to general resentment from the studio's staff and the unlimited money went to his head. When, at one of the extravagant birthday parties Mayer threw for himself every year, Perry Como ended "Happy Birthday" with a pointed expletive, he was speaking on behalf of all the assembled company. (As a punishment, Mayer ordered that Como did not work for any film company for four years.) But this internal tension was kept

hidden from the public eye. It created an extraordinary climate for producing magnificent films. MGM films, distinctive in quality, pace, musicals, their extravagance and the films made for female audiences, the appearance of the MGM trademark, roaring lion, poking its head through a curtain of film, heralded for their audiences a predictable conception of high entertainment.

The musicals stretch from early Broadway Melody (1929) Thalberg's *Merry Widow* (1935) to the post-war musicals directed by Miklos Jancsó and Gene Kelly. Mayer's desire to lead the family entertainment and a need to "create" young stars led him to concentrate on child actors, who included Taylor, in *National Velvet*, Barbra Streisand, Deanna Dugan, Rooney and Garland. The *Of Oz* is a fine example of these MGM tendencies and demonstrates the studio's power over the studio's power. The type of confidence expected by the audience was not as easily attained as before and the studio began to reel. In 1952, came a financial anti-monopoly board ruling the link between film and distribution should be severed and MGM were ordered to sell their cinema chain.

Without guaranteed studio could no longer afford to make films with confidence. The certainty of distribution from the company resorted to piracy. Risk taking and by film were things of the past. Then the studio has been shadowed by its former glory. Tired remakes and late into large-scale productions. *The Chinese Wall* and *Staircase* (1961) did not halt the decline and the early 1960s the humiliation of an ancient historic props and the suspension of film production.

A verray parfit gentil knyght

Derek Brewer on two controversial Chaucer studies

Chaucer's Knight: The Portrait of a Medieval Mercenary. By Terry Jones. Weidenfeld and Nicolson £3.95, 297 77566 9.

Chaucer, Langland and the Creative Imagination. By David Aers. Routledge and Kegan Paul £9.75, 7100 0351 X.

Here are two interesting books which have the great merit of discussing Chaucer and (in Dr Aers's case Langland as well) in modern and controversial terms. It becomes more and more clear that the fourteenth is the crucial medieval century of our culture and also one which today we find it easy to respond to.

Mr Jones, as one would expect from his association with Monty Python, writes with admirable verve, and the insight of a successful creative writer. He also writes as an entirely serious and responsible historian of the period and one must welcome the originality and effectiveness of a non-professional. His book has the authentic excitement of research. Believing that Chaucer is a great poet and that the list of battles in Chaucer's portrait of the Knight in *The General Prologue* is a masterpiece of the poet's self-parody, he assumes that we lacked some knowledge possessed by Chaucer's audience.

He carefully examines contemporary records and comes to the conclusion that every battle was a shameful disaster. He points out that the Knight's career was unlike that of any of Chaucer's friends, and argues that he was one of an increasingly large number of brutal mercenaries, of whom the leading example was the English Sir John Hawkwood, a celebrated Italian mercenary general actually visited by Chaucer. The praise of the Knight must be ironic because he

is a travesty of true chivalry. Mr Jones then reads *The Knight's Tale* in this light and claims that much is ironical. This is less original but still responds to a real and interesting toughness in the *Tale* which is often overlooked.



The Knight, one of John Lawrence's wood engravings from "The Road to Canterbury": Tales from Chaucer (Kestrel £3.25)

The portrait of the Knight is, however, the shock, and Mr Jones quotes some striking evidence which will call for fuller discussion. Nevertheless I think him mistaken. The literary tone is powerfully idealizing, there are no stylistic signals of irony, and Mr Jones relies entirely on interpretation of meaning. He explicitly assumes that Chaucer is a "humanist" and implicitly attributes to him the views of a modern literary intellectual.

For all the historical detail the argument seems to me to be unhistorical. Why should not Chaucer have supported the orthodox views of the English court of the time? It was still a more archaic, pre-socialized, less systematic world.

The Knight is a Christian frontiersman (ideal, not typical). For his slaughter of the infidel compare Spanish views on Ireland, the Spaniards, in 1492, or mutatis mutandis the Russians in Afghanistan. Of course there were dissident voices, but no certainty that here Chaucer was one. The earlier French poet Mauchaut takes the bloodthirsty conqueror of Alexander, Ptolemy of Cyprus, whom some contemporaries condemned, as his Christian hero. He refers to foreign knights (i.e. "mercenaries") sometimes with praise, sometimes with blame. Among Peter's followers Mauchaut singles out an English knight, Robert II Rous, for special praise, "fors, puissons, et estours. Et en armes preus et legiers" (5873-4).

The word mercenary begs the question. Profit naturally goes with honour in this world. So one might argue in detail. Again, Mr Jones does not take into account that it is probable that the *Tale* was written before the Knight was thought of as its teller. It does not express his character. It has typically Chaucerian multiple points of view. The attitude is fundamental and indeed traditionally Christian detachment and alienation from the world, from dominant secular and ecclesiastical values. Much of Dr Aers's argument is a useful restatement in a modern idiom of the fact that poets are satirists (a fact not in his vocabulary) though Dr Aers is inclined to make them pragmatists too.

Although the book conveys a once neglected truth about Chaucer and Langland it seems to me to be one-sided and unhistorical. It disregards a whole world of values, traditional beliefs, attitudes, institutions. They respond to a complex, developing historical situation and are not always at one with themselves, or with the world they perceive, and are sometimes inconsistent or incoherent in their works. Their

greatness as poets lies rather in their "new" responses than in their old. They are therefore fascinatingly untypical, full of problems, tensions and anxieties, and anti-authoritarian, anti-war, anti-nationalist, in favour of sexuality, women and history.

Chaucer, with his concern for women's position in society turns out, again, to have all the attitudes of the modern literary intellectual, while Langland does his best to acquire them. This is basically less original than the rather laboured modernistic style in which it is conveyed, but full of interesting observations.

Langland is painfully aware of the gulf between his concept of how life should be lived and the actualities of behaviour, and he has a particular concern with concepts of poverty, the state of the church, etc. It is similarly true that Chaucer is often detached, and has a remarkably wide range of sympathy with what I (but not Dr Aers) would refer to as the unofficial culture. In both poets there is fundamental and indeed traditionally Christian detachment and alienation from the world, from dominant secular and ecclesiastical values. Much of Dr Aers's argument is a useful restatement in a modern idiom of the fact that poets are satirists (a fact not in his vocabulary) though Dr Aers is inclined to make them pragmatists too.

current now, and as if Chaucer's characters (e.g. Theseus) had had an opportunity, which they must be condemned for not taking, of behaving according to the standards of our most progressive liberal humanists. Dr Aers makes much of what he calls Chaucer's "reflexivity" by which he means relativism of values—certainly a modern virtue, or at least ideal. Yet in his argument Dr Aers himself is not at all reflexive, but as much imbued with zeal for truth and righteousness as Langland himself, and far more so than Chaucer, as Dr Aers rightly sees, in most of his works.

Dr Aers's endless use of the word "ideology" is another example of this logically self-defeating if natural partisanship. It is a barbarous though doubtless unintentional and representation constantly to refer to Langland's hard-won and often reluctantly held but passionate beliefs as "his favoured ideology". "Ideology" implies a mixture of relativism, arbitrariness and imposition from outside which denies that search for truth which must be at the core of every honest person's thinking, and is certainly in Langland's poem. Its use even undermines the critic, since he too can only be allowed an "ideology", as conditioned, conditional, and further paradox—thus as purely subjective, as that of anyone else. The concept of objective truth is sometimes said to be merely a bourgeois conceit. Langland, though not a bourgeois, would not have believed that, and fortunately, to judge from his generous partisanship, neither does Dr Aers.

The study of Chaucer in schools is often very mechanical. Both these books, whether or not one agrees with them, make for a stimulating engagement with his work and with Langland's, in untypically modern terms, and both deserve commendation.

In a philosophical Eden

Vernon Bogdanor on the notion of equality

Education and Equality. Edited by David Rubinstein. Penguin £2.50, 14 08 0813 2.

Equality is the dominating idea of our time. It plays the same central role in contemporary politics as liberty did in the nineteenth century. Yet equality, more than any other political concept is so porous that it defies precise analysis. Anyone who undertakes to write about equality therefore, and under some obligation to tell us what an egalitarian society would look like, and how it might be achieved.

Unfortunately, the contributors to *Education and Equality* live in a philosophical Garden of Eden. They approach the complex, philosophical and sociological questions in a spirit of blissful ignorance, and if only they shout loudly enough, the difficulties will go away. One contributor, for example, would like to abolish "elite institutions" and replace them with "a comprehensive egalitarian curriculum"; yet what is the use of such ritual incantations to the hard-pressed policy-maker. What, for example, does "a comprehensive egalitarian curriculum" mean? For advanced mathematics or physics, and how are we to recognize when we see it?

Education and Equality suffers from the fact that its contributors are unable to make clear precisely what it is they are talking about. It is hardly more successful in its grasp of the complexity of social affairs. Indeed the chapters by Howard Glendonster and A. H. Halsey stand alone in their awareness of the difficulty of translating ideological wishes into action. For Professor Halsey has seen, century history is that egalitarian policies have failed—liberal policies of learning. They failed to achieve that the major determinants of educational attainments were not schoolmasters but social situations,

not curriculum but motivation, not formal access to the school but support in the family and the community.

And for Dr Glendonster the stark fact is that "Broadly, the results of both British and the larger-scale American work suggest that, within the normal range of spending, extra resources contribute very little to raising pupils' attainments and, therefore, to equalising them."

If the experience of the seventies has any lesson at all for us, it is surely the deep intractability of social problems and their imperviousness to simple solutions. Yet many of the contributors display a touching faith in the impact of their own brand of beneficence as a solvent for social ills. Is sex discrimination a problem? Then cure it by reforming the curriculum so that it can be based upon "women's interests". Is streaming harmful? Then abandon the subject-dominated curriculum, since "with a two or four-period day, and all the elements of the curriculum taught simultaneously to whole or half-year groups... the question of unstreaming becomes something of a non-issue".

The contributors are all agreed that the defects of education can be put right only by "government", and by that they mean central government. They are according to Gary Neave, who nicely dismisses a whole tradition of thought with a non-sequitur, diversity "is an ideological shibboleth for retaining badly equipped schools". On the contrary, without a universal system, many of the ideas that public action can bring about equality leads to the notion of government as "a sole, simple, providential and creative power".

The consequence must be the undermining of those interrelated institutions (the family, the individual and the state, institutions which can dissolve rapidly in the crucible of experience. It is because they hold

a utopian view of education that it is natural for the contributors to sneer at middle-class reformers who sought to grapple with real problems but genuinely succeeded in encouraging educational advance.

According to Mr Rubinstein in the past "the education of working-class children was not intended to benefit them and enrich their lives, but rather to carry through an ulterior social strategy". So much for the ideals of Kay-Shuttleworth, Forster and Morant. It was, moreover, "the trade unions who put the case for universal, free, and compulsory education in the mid and late nineteenth century", but we are not told that it was the governments of Gladstone and Lord Salisbury which actually implemented these reforms well before trade unions were powerful enough to act as a significant influence upon government. It is a rewriting of history justified only by the title of Mr Rubinstein's chapter, "Education and Social Class: An Historical Perspective", for it is a perspective that excludes all but the mythical heroes of Mr Rubinstein's working-class movement.

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Faintly supercilious

The Hitch-hiker's Guide to the Galaxy is back on the air for its second series. It went out every evening last week on Radio 4 at 10.30 and is being repeated on Sundays. Re-audible, it has been welcomed back by its fans with the same sort of enthusiasm as was once felt for the *Goon Show* and *Hancock's Half-hour* in what now seems the Elizabethan age of radio comedy.

One can see *The Hitch-hiker's* appeal. It has a guileless sense of the faintly ridiculous which is very winning. And it makes excellent use of its freedom to roam space and time. But it is hardly surprising that the following is mainly, it seems, among the very young. One imagines the archetypal Hitch-hiker enthusiast as a pleasant, intelligent schoolboy or girl in the academic stream of the O level year, listening in his

bedroom after doing his homework and swapping the plot twists and jokes next day with his friends.

The humour seems influenced by Monty Python, though it is gentler and simpler. Perhaps it has merely grown out of the same soil. It includes frequent reminders of childhood. There are debts to, among others, A. A. Milne and Jerome K. Jerome. Moreover, the computer could be living in the boggy place in the 100 acre wood, grumbling at life's injustices and everyone's lack of consideration for his welfare and feelings in precisely Eeyore's tone of lugubrious irony. Arthur Dent and Ford Prefect could be the protagonists of a novel called *Two Men in a Spaceship*.

But the most important source of *The Hitch-hiker's* comedy, as of Monty Python's, is the "intelligent

English schoolchild's particular sense of surreal, whimsical fun. The notion of laughing at a computer's quest to discover why a human being likes "dried leaves in boiling water" (that is, tea) and finally coming up with the answer that it is because he is "a monkey with bad taste" fills one with nostalgia for far-off, carefree days. One of the strongest elements in the programmes is "the Book", which tends to contain wittier writing than the radio. It is a book which is excellently read by Peter Jones, whose faintly supercilious tone seems just right.

Whatever reservations one may have about *Hitch-hiker's Guide to the Galaxy*, it must be welcomed as making full use of radio's advantages as a medium. That can not be said for a great deal else on the air.

Frances Hill

Emotive form

Symbolism. By Robert Goldwater. Allen Lane £12.95, 7139 1047 X.

What do Van Gogh, Seurat, Pissarro, Chavannes and Gustave Moreau have in common? Ask anyone interested in modern art the question and their reaction will almost certainly indicate that it is not they who are being put on the spot but you. Can't you see that Van Gogh and Seurat reformed painting while Pissarro and Moreau were essentially conservative nineteenth-century painters? Widen the group to include Fernand Knopff, Munch, Odilon Redon and Gauguin and the reaction will be the same. However much Pissarro, Moreau and their like influenced or were admired by the innovators the form of their work remained academic.

The problem is that we are about as conditioned in our expectations of art now as they were 100 years ago, however different our attitude might be. We give prominence to formal considerations while they chose subject and meaning. These few writers at the end of the nineteenth century who used their growing awareness of the emotive effects of form we have cast in the role of heroes and the rest we have tried to ignore. Too many of them, however, have been persistently ignored; their work for one reason or another, recently we have begun to take them more seriously. Under the inadequate umbrella of Symbolists they have appeared together in several exhibitions and even more books during the past decade.

Unfortunately, in spite of all the increased coverage, there has been no really adequate definition of

explanation of what Symbolism, the visual arts really was. At last, Robert Goldwater's thoroughly published book does that. Decadents and Impressionists and Symbolists, all sorted out and their reaction will almost certainly indicate that it is not they who are being put on the spot but you. Can't you see that Van Gogh and Seurat reformed painting while Pissarro and Moreau were essentially conservative nineteenth-century painters? Widen the group to include Fernand Knopff, Munch, Odilon Redon and Gauguin and the reaction will be the same. However much Pissarro, Moreau and their like influenced or were admired by the innovators the form of their work remained academic.

The problem is that we are about as conditioned in our expectations of art now as they were 100 years ago, however different our attitude might be. We give prominence to formal considerations while they chose subject and meaning. These few writers at the end of the nineteenth century who used their growing awareness of the emotive effects of form we have cast in the role of heroes and the rest we have tried to ignore. Too many of them, however, have been persistently ignored; their work for one reason or another, recently we have begun to take them more seriously. Under the inadequate umbrella of Symbolists they have appeared together in several exhibitions and even more books during the past decade.

Unfortunately, in spite of all the increased coverage, there has been no really adequate definition of

Michael C...

Mixed-media man

Leszli Moholy-Nagy MCA until February 10, then touring until May 17.

"Neither painting nor photography, the motion pictures or life display can any longer be separated from one another," proclaimed Leszli Moholy-Nagy in 1946. This proclamation greets the visitor to the Arts Council's touring exhibition of Moholy-Nagy—its relevance or truth is less obvious.

Moholy-Nagy was one of the first, perhaps the first, to be a real mixed-media man. Though he worked in paint, metal, film, print and even produced a kind of light show, his

real concern was the unification of all of these resources in a celebration of what he called in an early poem "the old estasy-light". Perhaps this idea was more compelling than Moholy-Nagy's powers to execute it; at any rate there seems something a little stiff and formal and awkwardly empty in many of these geometric and futuristic pictures—the power of the Cubists to dissect without any of their analysis of movement.

As the title of that early poem, "Love and the Dilettante Artist," indicated, Moholy-Nagy was not one to be bound to any one mode of expression. As he moved away from the Dadaists and Constructivists to

the functionalism of the Bauhaus, so he was moving away from painting as though "coloured light was projected on to a screen and other lights superimposed on it to the use of light itself—photograms, photographs, and light-reflecting sculpture.

The influence of the Bauhaus and its emphasis on the need to blend design and technology, to create a design which was aesthetically and mechanically perfect, was to colour the whole of Moholy-Nagy's subsequent career, taking him to England in 1935 with Gropius and then in 1937 to Chicago where he co-founded the "New Bauhaus" and its descendant, the Institute of Design.

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books

To the sea in ships

Edward Blisken



The Boat People. By Bruce Grant. Penguin £1.50. 14 00 5531 Z.

This is a model of how the need to have quick, deep accounts and analyses of current crises might be met. There could hardly be a more bewildering subject. Penguin asked the Australian newspaper Age if it could produce, rapidly, a book on the "brave and mysterious voyages" of the boat people. It said it could, drawing on the reports of its foreign correspondents, especially its specialist on South East Asia, and of additional contributors from round the world. If there are seams anywhere in the result, they don't show. And a remarkable balance of narrative and analysis is provided.

It's a steady book because of its quality of immensely scrupulous and worried inquiry: but even from such professional sources, the steadiness is often, you feel, under strain. It is such a terrible human event that's recorded. "O solid shore, we long for you," wrote one of the quarter of a million human beings, most of Chinese origin, huge numbers of them women and children, who were "victims and indicators of a profound regional instability".

Miss Hua, last survivor of 50 on a coral atoll, kept alive by catching coconuts with her bare hands: "I wished to die, but couldn't." Men working on oil rigs in Malaysian

writers, and the captains of some ships, behaved with great humanity; but pirates (whose refugee official's shorthand, RPM—rape, pillage and murder) may have had semi-official encouragement because, hideously, they were discouraged. On Bidsong Island, uninhabited in mid-1978, a brimming refugee culture arose that included, among cardboard shanties, a real estate market. And both Hanoi and some ethnic Chinese from outside Vietnam turned the horror to profit.

The book looks at the roots of it all in a range of old nationalisms and new ideologies, and the dizzy effect of the ending of two centuries of western ascendancy. It weighs the responses of the rest of the world: it looks at the facts about resettlement. It stares into the future and sees a flicker of hope. To use its language, civilization and humanity might creep back. But readers may sadly find other voices more compelling than this determined level voice of the writers from Ago, a Cambodian woman, for example, exiled in Paris, where her little son sleeps on a window-sill—writing of the effect of the boat people on the French. "We are a disturbance. That's the word. Because we show you in a terrible way how fragile the world we live in is." You know it, but in a theoretical way. The massacre of the Jews was your first warning. We are your second warning. I think it is the last. . . .

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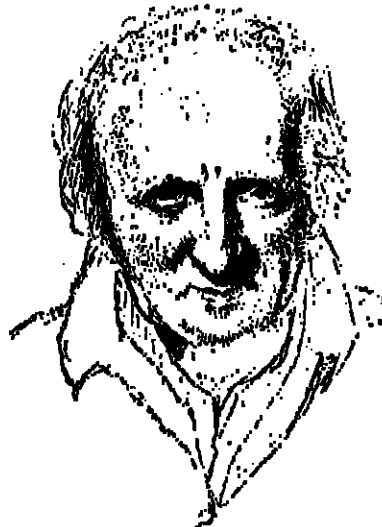
Colin Ward

A Fantasy of Reason: The Life and Thought of William Godwin. By Don Locke. Routledge and Kegan Paul £13.50. 7100 0387 0.

People become interested in Godwin for a variety of reasons. You can not examine the ideas of his son-in-law Shelley without taking his influence into account. Literary historians find him a marginal figure in the lives of Hazlitt, Coleridge and Lamb. Feminists cannot ignore him since he was the husband of Mary Wollstonecraft and the father of the author of Frankenstein. Anarchists discover in his Political Justice the first systematic presentation of their ideas. Political economists remember him as the man who provoked Malthus's Essay on Population. A few teachers have discovered his educational ideas with delight.

Don Locke is professor of philosophy at Warwick, and his interest in Godwin was aroused by a brief passage in Alistair MacIntyre's Short History of Ethics. He concludes that Godwin is a philosopher's philosopher, and he chides his own profession for its almost total neglect of Godwin. "Most academic philosophers never noted for their historic sense, barely know the name."

His own study of Godwin, which must be about the tenth to appear since the war is, however, not confined to an account of Godwin as a philosopher. It is a full-scale bio-



graphy, with more detail than any of its predecessors. He acknowledges the immense bibliographical labours of Professor Burton R. Pollin, but has evidently done a lot of spadework himself, including a pilgrimage to all the places where Godwin lived. Every London house occupied by Godwin has long since been destroyed, and since the apartment where he spent his last years in a government sinecure was pulled down for the rebuilding of Parliament, Professor Locke suggests that the Greater London Council should erect one of its blue plaques on the wall of the House of Commons, with the words "William Godwin, Anarchist, Lived Here".

This, he feels, would make amends for our neglect of a remarkable thinker, and would have gratified both Godwin's love of distinction, and his sense of irony.

There is plenty of irony and paradox about this biography, but it is neither a whitewash nor a denigratory account of Godwin's personality like the pages devoted to him in many biographies of more celebrated contemporaries. Poor Godwin had to struggle hard to transcend the Calvinism of his childhood. He was followed by almost 40 years of neglect and literary drudgery. His one business venture which had been wildly successful—a pioneering Juvenile Library—turned out to be a millstone, dragging him into bankruptcy. He was, as Don Locke says, "a positive force for misjudgement and misunderstanding."

But he had other gifts too. He had a gift for bold, original thinking, for splendid iconoclasm, and he even wrote, in *Cal Willemsen*, the first psychological thriller. Professor Locke gives lucid exposition of Godwin's ideas of man, society and government, such a way that we instantly want to read or re-read Godwin's work. This is surely the proof of a excellence. This "philosophical biography," *Political Justice*, in modified form of its third edition, is available as a Penguin Classics. Shouldn't some publisher now issue *The Enquirer* and *Godwin* other stimulating reflection education?

Tribute to a headmaster

Gordon Rupp

A. B. Sackett: A Memoir. Edited by John Walsh. Epworth Press. £2.25. 7162 0335 9.

This pleasing tribute to a fine headmaster will be of interest to a wider circle than those who knew and loved A. B. Sackett. It has been carefully edited by John Walsh, a distinguished alumnus of Kingswood School, and a team of writers, friends, colleagues, pupils have admirably succeeded in bringing to vivid life this splendid character, who gave his own name to a school which, in the days of John Wesley had enjoyed and sometimes less than enjoyed a notable series of headmasters.

The opening chapters outline his life and his teaching career. We are told about his education, the

years of war which brought him his MC and left him lame and gave an ineradicable quality to his leadership of men, then his headmaster-ship, the evacuation of his school to Uppingham, and the quieter but more important years for the school after their return. This last chapter is concerned with personal impressions from those who lived with him as colleagues and as pupils. It is perhaps a tale told by the staff and by others who later became teachers, but now and again the most precious "worm's eye" view of the boys themselves comes splendidly through: his way of putting his arms round a boy's shoulder, his grin, his concern for things of the mind, and for scholarship, which in no way precluded his affectionate care of the unbrilliant, the eccentric and the obstinate.

In the one luminous essay he wrote on "Christian Education" he singled out intellectual curiosity and imagination as indispensable qualities of mind—and by implication his restlessness with tradition. The Christian tradition was more inclined to reckon things as original sin. He had individual boys, individual trees (there is a clear essay on his water colour), moving chapter tells what he said to his family, and again to his wife, and again to his children, and again to his family and for the school.

Without asking what is the difference between a "good" and a "great" headmaster and leader, a "good" and a "great" school, here is a memorial of one who has contributed in a quite exceptional way to the life of his church. There must be many hundreds of other little books which will bring pleasure and satisfaction.

Abraham and his seed for ever

H. L. Ellison

The Night Sky of the Loyal. By Alan Ecclestone. Darton, Longman and Todd £4.50. 232 51397 X.

The Jewish Law. By William Corlett and John Moore.

Hamish Hamilton £4.95. 241 10006 2.

There was something so inhuman, so Satanic about the Nazi concentration and extermination camps that, at the time, both inside and outside Germany many did not want to believe in their existence, and the fact that they had existed. It has been only in more recent years that both Jewish and Christian writers have really tried to grapple with the deeper implications of the Holocaust, and in many ways Ecclestone's book is an outstanding contribution to the subject.

clearly that the Holocaust would not have been conceivable, were it not for the Church's shameful history of anti-Semitism. He sees the only hope for the Church's regaining its influence on modern society, and so saving it from an even worse collapse into inhumanity lies in its discovery of what Judaism really is, and an acknowledgment of Christianity's roots in it.

He is more balanced than most in his diagnosis of why the two faiths drifted apart, and he is much fairer to Paul than the average Jewish writer would have been. But he does not make it sufficiently clear why the Church lost its roots in the Old Testament, or why it increasingly failed to realize the true nature of Judaism and therefore the Jewishness of Jesus himself. Indeed a reader with little or no practical knowledge of it is not likely to recognize the local Jew in the utterances of great men like Beac-

Heschel, Rosenzweig or Buber, who will the Jew do so either. The argument is conducted on a sophisticated intellectual level, and this may deter many readers. It is a pity; and if the problem is to be solved, the ordinary Christian must be involved. It is doubtful whether he realizes how many steps he has to take to reach the Jewish position, though they may not be ventured to speak out against him.

It is not so easy to find books on the ordinary man which deal with Judaism sympathetically for Christians. *The Jewish Law* is an example of how easily misunderstanding could be accidentally introduced. The book is one of a series of different religions and is a fascinating religious-philosophical study. The implications for primary "law," but the only Judaism mentioned in it is that it is based on Genesis and could be equally by Jew and Christian.

Notes from the deep freeze

ANDREW PEGGIE offers suggestions on creative tape recording, and the manipulation of stored sounds

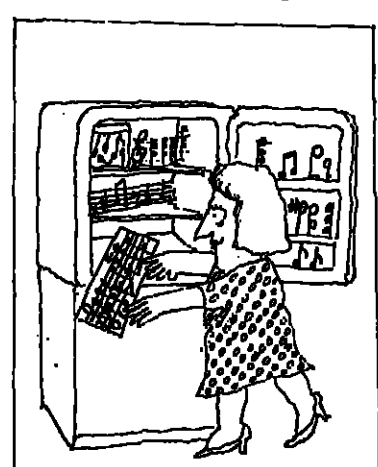
There can be few music teachers in the country who do not have access to a tape or cassette recorder of some kind. But whether these machines—the most important sound collectors and propagators yet devised—are ever employed in the classroom to anything like their full potential is doubtful.

There are two reasons: insufficient knowledge and experience of how they work, and little idea of how they can be used in a creative and educational way. It is not within the scope of this article to investigate how sound recording machines work but it will discuss the various ways in which they can be put to good use in the classroom.

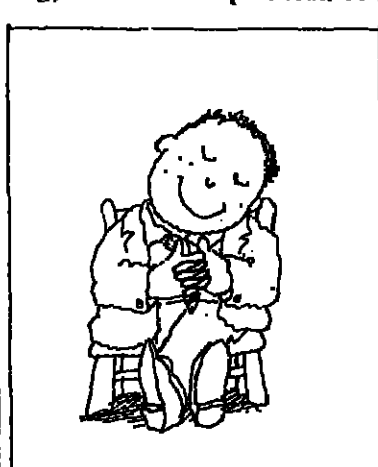
If tape recorders are to be used, however, it is important that the nature—and limitations—of the medium is fully understood as lesson content will naturally depend on how the material is to be presented. Moreover, the success of the lesson will often hinge on efficiency and knowledgeable use of equipment.

It can be helpful to think of a tape recorder as a "sound freezer." Once a sound is frozen it can be stored indefinitely and released at any time. Frozen sounds can also be manipulated—juxtaposed, re-arranged, lengthened, shortened and otherwise transformed in this frozen, easy-to-handle state. Even if a frozen sound is released (played back), it remains in its frozen form for future use.

There are three separate pro-



Sound freezer.



Pace dictated by the recording.

cesses of which a tape recorder is capable: freezing or recording a sound, storing it, and releasing or playing it back. These processes can be employed separately or in combination in the classroom.

The most common, but least imaginative, use of tape recorders consists in pre-recording a record, talk or radio programme and replaying the tape in the course of a lesson. It used to be thought that complete lessons might be recorded like this, dispensing with the teacher altogether.

More realistically, pre-recorded material releases the teacher for individual guidance or further preparation. Although tapes can be stopped and started at will, the pace of the lesson will ultimately be dictated by the recorded rate of delivery and not by the group dynamics of the class. This could be a crucial drawback if the factual or linguistic content of the material is high, but a boon if the recorded material is well presented and the pace well judged.

The importance of high quality playback facilities cannot be over stressed. The sound needs to be loud enough to be heard comfortably all over the room, which will usually mean that extra amplification is necessary. If the room already has a stereo record system it should be possible to connect the tape machine through the amplifier.

The same even more emphatically applies to cassette playback. Cassette machines record sounds fairly well, but their internal speakers are

of extremely low quality and were never intended for playback in a large room. Again, it should not be too difficult to connect to a high quality amplifier—many now have special cassette inputs which will take a lead from the microphone socket of the cassette machine.

Good playback facilities encourage attentiveness and show respect for the class, the material and the equipment. It goes without saying that the teacher will have a "cue-up" beforehand the starting point of the tape. If this is not possible (perhaps another recording must be played first), the cue number on the counter should be noted previously so that fast wind to the correct place can be effected quickly.

It is worth developing the habit of always "zeroing" the counter at the beginning of a tape. As a last resort, it is often possible to locate a beginning or ending by studying the tape windings—there will often be an irregularity in the surface where the tape has been stopped or started previously.

It is a short step from recording a "pre-packaged" radio programme to compiling one's own taped programme. The beauty of assembling material on tape is that it is possible to choose, edit, juxtapose and link a vast range of sounds according to specific needs; also, the preparation need be done only once. Short excerpts of music can be assembled for easy comparison. Commentary over music is also possible up to a point. Preparing

tapes in this way is a skill which may take some time to master, but it is one which can become immensely enjoyable.

Tests and quizzes are invariably successful in this form, and can be geared to any age or ability group. Some topics might be: identification of instruments (although there are commercially available tapes for this), identification of musical excerpts, or straightforward systematic aural tests such as rhythm or pitch identification and aural memory tests. The aural records for CSE exams are good sources of questions and ideas, although one would hesitate to compile a tape lasting 45 minutes for general classroom use.

One enormous advantage of such tests is that questions can be read as well as written out or printed. The slow reader is thereby assessed strictly on the topic in question and not penalized for his lack of skill in another field. Moreover, simultaneous presentation in print and speech is an enormous aid to reading efficiency—it removes tension and establishes confidence.

There are three main reasons for setting up a microphone in the classroom itself. One would be to record the progress of a lesson in its entirety for the purposes of teacher training. More acceptably, perhaps, the tape recorder could be used as a feedback learning tool, whereby immediate playback of a performance provides the teacher and performers with a powerful means of assessing their efforts.

If pupils play their own compositions, such instant feedback should be used with caution—the experience can equally be encouraging or discouraging for the child. Often it is better to postpone playback of such activities until a later week, when the class will review their efforts more objectively. The playback session could be used as a lesson in music criticism wherein the class would be obliged to clarify their own thoughts about their music, and indeed express themselves coherently on the subject.

Curiously, if a lot of classroom activity is regularly recorded in this way, the law of diminishing returns begins to apply: children will stop listening to their music during its execution, in the knowledge that they can always hear the tape later. It is important to encourage "real time" listening as well.



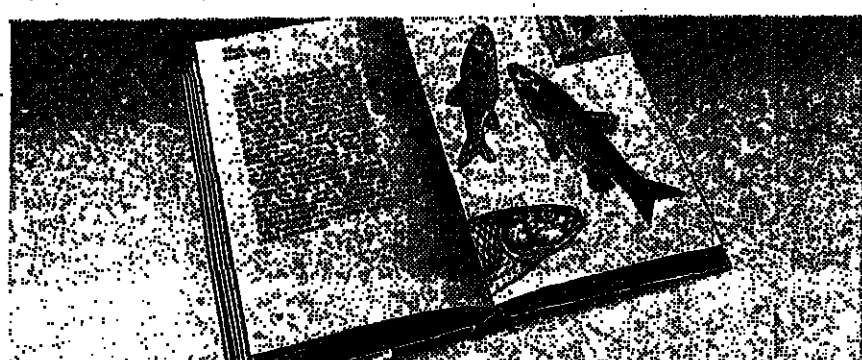
The Project PE series of six slide sets from Educational Productions Ltd sets out to illustrate aspects of physical health. Set 1 "Everyday Fitness" is concerned with stamina, sets 2 and 3 deal with "Muscular Strength" and "Endurance", sets 4, 5 and 6 are titled "Flexibility", "Posture" and "Weight Control". The author of the series is David Brodie, a lecturer in physical education at Leeds Polytechnic. Each slide set includes notes with a preface by Mr. J. E. Kane of the National Fitness Council for Schools, who maintains that "Being active and physically fit is not only a sound physical health investment, but is also of immense psychological value, giving rise to heightened sensibility." He feels that the series would have most value in the later years of the school physical education curriculum. The slide sets cost £3.15 each plus VAT, or £17.50 for the whole series. Educational Productions Ltd are at Bradford Road, East Ardsley, Wakefield, West Yorkshire.

Snap decision

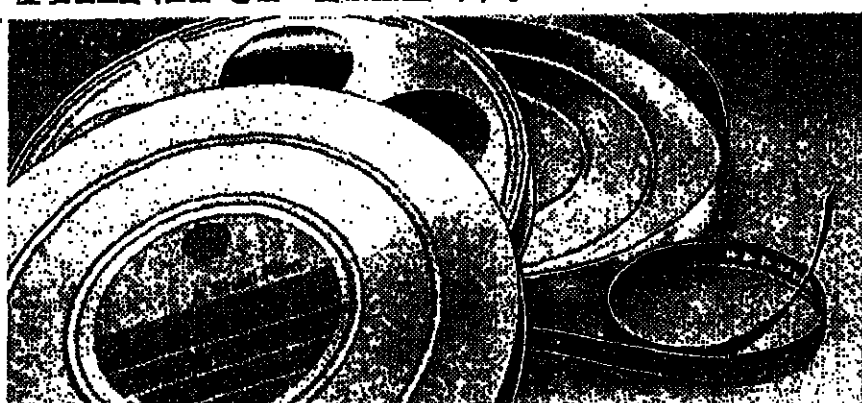
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Lancashire

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(1,294 on roll—Mixed)

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Scale 1 Posts

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THE TIMES EDUCATIONAL SUPPLEMENT

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Preparing for office

Howard Sergeant on business studies

In both large and small hotels; and then systematically deals with reservations, billing, methods of payment, operational and financial reports, sources of business, and sales. The final chapter surveys the latest automation techniques, including those involving computer and mini-computer installations. The book also contains an informative glossary of terms.

Unlike the other textbooks in the *Dis. Office Organisation for Managers* is designed, not for students preparing for examinations, but for managers, representatives, specialists and professional people who are suddenly faced with the task of getting up a completely new office establishment and maintaining it in smooth running order, without the advantage of any previous experience or training. It should, perhaps, be emphasized that the book is primarily intended for those working oversens, particularly in

It covers the ground in a comprehensive manner, and the author's office in this country; but it does nothing at all to prepare the prospective overseas manager for the problems arising from the political, racial, educational, social and cultural constraints affecting his or her country, where information may be lacking, services minimal, and training resources inadequate, and where different customs and traditions prevail.

In planning *Business Calculations*, the author has kept the requirements of BEC Module 1 specifically in mind, but his text will be found extremely useful by students preparing for the elementary examinations of the RSA and the LCCI. The book assumes that the reader has little numerical skill and starts from scratch, including questions and answers, a revision test

and cross-modular assignments.

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Plan Economics Simulation

24 Hill Barn Lane, Woburn, Sussex.

These Keynesian macroeconomic simulations have been developed in conjunction with a portable calculator. They are the first of a series which will cover the A level syllabus.

Each booklet has a section for teachers which describes how the model is used, suggests ways of incorporating it into a course of work, and explains how to use the simulation on the calculator. The book also provides answers to the questions on the students' worksheet. The students' section gives instructions for running the program, and lists questions for follow-up. The program documentation enables the student to be set up and run by himself with no knowledge of program or computer languages.

Whither wishing in
It must be stressed that
programming the calculation
running a simulation is (to
simple. The instructions, the
first sight straightforward
to the intelligent layman,
lapse into the inexplicable for
not conversant with the fact
programming.

Moreover, is the cost of
programmable calculator justified
present tight budgets? And
if one gets the program he
couldn't have been demoted
much more quickly and cheaply
to the blackboard? Though of
use to those combining the
economics with mathematics
tertiary students, these simula-
tion aids tend to denigrate the

are unlikely to
market very deeply.

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SUNDAY TELEGRAPH
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BELFAST TELEGRAPH
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JEWISH CHRONICLE
EVENING STANDARD
THE AGE (MELBOURNE)
WASHINGTON POST
ASAHI SHIMBUN (TOKYO)
LE MONDE (PARIS)
DER SPIEGEL (HAMBURG)
JOURNAL DE GENEVE
AL AKHBAR (CAIRO)
STRAITS TIMES (SINGAPORE)
GLOBE AND MAIL (TORONTO)
BANGKOK POST
AND MAGAZINES
THE BURLINGTON MAGAZINE
THE ILLUSTRATED LONDON NEWS
FAR EASTERN ECONOMIC REVIEW
(HONG KONG)
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THE ARMY QUARTERLY
INDIA TODAY (NEW DELHI)

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extra

Target pierced from all angles

Roy Batchelor on political economy

Issues in Political Economy, Edited by F. Green and P. Nore. Macmillan £12.00, 333, 25376 0. £5.95, 25377 9.

Devotees of the black arts are supposed to inflict suffering by making an effigy of their victim and sticking pins in the bits they want to hurt. This book amounts to such a ritual. Its contributors are scholars and devotees of Marxist economics. Their chosen victim is "bourgeois economics", an entity properly defined only in the excellent essay by Simon Mohun, on "Ideology, Knowledge and Neoclassical Economics" which—presumably because of its difficulty—has been placed at the end rather than the beginning of the volume. The victim is easily recognisable, however, as the term covers almost all of the doctrines, Keynesian and neoclassical, to be found in modern British and American textbooks. In eight essays, this fat target, bourgeois economics, is pierced from various angles.

Some of the critiques strike home. Stephen Lord's assault on the silliness of parts of human capital theory is well directed, although his presentation of the Marxist alternative of "neoclassical" theories of discrimination looks equally shaky. The majority of the essays are less pointed. The section on issues in economic theory contains three places, by Lawrence Harris, Sue Himmelweit and Ben Fine, contrasting neoclassical and Marxist analyses of the role of money, the process of growth, and the nature of capital. All are lucid but contain little genuine disputation between the two schools. A few of the essays miss their target completely, or succeed only in splitting hairs. John Gresham's contention that neoclassical economics has some synthetic relationship with neoclassical economics seems weak. Economics was partly born of the operations research exercises essential to centrally planned economies, and in recent years has been much concerned with the problems of model-

ling the structural changes which often differentiate Marxist from neoclassical theories. Indeed Francis Green later argues the neoclassical attachment to permanent income expectations of consumption is cynical precisely because economic investigation has failed to establish its superiority over explanations based on habit formation.

Both essays on policy issues—by Mike Ball on cost benefit analysis and by Peter Nore on the oil crisis—are in different ways, ineffectual as attacks on neoclassical economics. The first amounts to a restatement of acknowledged problems in applying cost-benefit techniques to large projects which have many different, intangible effects on the community. No real alternative is proffered. The second is a brilliant exposition of the issues raised by oil power. It concludes, however, by suggesting we view the problem as a game among producing states, consuming states and oil exporters. The suggestion, which should command wide support in all schools of economic thought.

Several vital organs of bourgeois economics have been left untouched in this book. Nothing is said on international trading relations, and little about the problems of developing countries, two areas which have proved troublesome to today's Marxist economists.

This book has many virtues, nonetheless, it is scholarly yet readable. It maintains a unity of presentation which ensures that the main assumptions of the current Marxist critique—the class struggle, the production of value, monopoly capitalism, a distinctive interpretation of history—stand out clearly. Reading it in conjunction with the same authors' earlier collection *Economics: An Anti-Text* (Macmillan 1977) and, for balance, perhaps Assar Lindbeck's scarcely dated *The Political Economy of the New Left* (Harper and Row, second edition, 1977) would provide a valuable stimulant to teachers and students who may be settling too comfortably into the mould of the bourgeois response.

Making ends meet

David Whitehead on consumerism

Wise Buying, Book 2: Detergents. Longman Group Ltd in association with Consumers' Association 80p, 582 22009 2.

You and Your Shopping. By Elizabeth Gundry. Evans £1.10, 237 291576.

Shopping Around, A Textbook in Consumer Protection. By Margaret Leate.

Cassell £1.00, 304 29832 8. Set of accompanying spirit masters 1.95 plus VAT, 304 29833 6.

Consumerwise, By Helen Turner. Harparr 95p, 245 52965 9.

The second book in the *Wise Buying* series, on Detergents (the first is on bicycles) aims to develop a critical awareness in its readers so that they make sensible purchasing decisions. It describes some of the many different types of washing powders available, and includes suggestions for carrying out shopping surveys and washing tests for finding out which type is best for different uses and which brands give best value for money. Sections on packaging, advertising and environmental issues provide opportunities for critical discussion.

When suggesting a price survey, it counsels use of "real" prices, so that, for example, if one brand has "23p off" on the label, this should be added to the stated price. Yet surely the rational consumer might simply purchase whichever brand is cheapest. The *Wise Buying* series is currently on offer? The Consumers' Association estimate a £7 difference between maximum and minimum expenditure on detergents per annum for an average family. Considering how long it would take to conduct all the surveys and perform all the tests suggested here,

the consumer would probably get a better return on his/her money and time by investigating sensible choices in, for example, freezers and cars.

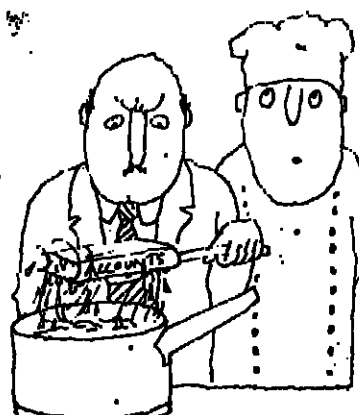
In contrast to *Wise Buying*, *You and Your Shopping* covers a variety of products groups, though food and furnishings are specially featured. Other topics include the laws protecting the consumer, advertising,

ping Around as a textbook in consumer protection, though at 61 pages it must be one of the briefest on the market. It has four sections: handling money, buying goods, obtaining satisfaction, buying services. The treatment is practical, and the style of exposition informed by the author's experience in teaching such topics to her pupils.

The most attractive feature of this publication to teachers will be the complementary set of 20 spirit masters which, though expensive, will permit professional reproduction of about 250 copies each of, for example, National Giro stationery, Postal Order forms, an FIV agreement, an insurance proposal form and a holiday booking form, as well as a number of carefully framed worksheets. It would probably be wise buying to teachers to economise on their (scarce) time by purchasing Margaret Leate's expertise in producing these pupil materials.

Consumerwise is about as far removed from a textbook as is possible. It has a magazine format, and a slick design. The presentation is sophisticated and imaginative, and is likely to appeal strongly to its intended audience. It reads like good popular journalism, and most important, Helen Turner succeeds in communicating her enthusiasm for the subject. Supplementary notes provide the students with details of the legal aspects of consumer protection, a glossary of technical terms and much else. Although only 31 pages in length, the book's large format enables a great deal of material to be packed in, and considering the number of graphics, it is very reasonably priced. It is good to hear that Harparr are planning similar publications on related topics.

and the merits of different types of shop. Well thought out project work is suggested, and a most helpful list of useful addresses appended. Elizabeth Gundry completes her stylish treatment of the subject with a note to teachers in which she suggests a dozen or so other relevant publications. Margaret Leate describes *Shopping*



Ready for work

Andrew Robertson

Practical Business Education: An integrated approach. By R. D. Anstis, S. H. E. Fishlock and C. R. Stafford.

Macdonald and Evans Two volumes £3.50 each, 7121-23336 9 and 7121-23337 7.

From a rapid read through these two weighty volumes one gains the impression, rightly or wrongly, that the Business Education Council is taking no chances with its young recruits to the world of commerce. Book One not only begins with a reasonable introduction to business organisation, it goes on to a long section covering elementary arithmetic—but should not these have been mastered already? In addition, subtraction and the rest? Or are the authors, in following as they say the demands of the B.E.C., safeguarding employers from taking on semi-literate staff?

In a foreword we are told that the books are for use not only in secondary schools but also for colleges of further education. In the latter case perhaps Book 1 could be skipped for the most part, with the business education section of Unit IV concentrated upon the specific business sections, such as Unit IV on the organisation and its various public—customers, employees, financiers (both creditors and owners), an interesting analogue for shareholders and the environment (something that would not

have appeared in a text of this kind 10 years ago). However, the books are presented in modular form it would be easy to use them in any pattern preferred by the teacher in the light of the age and intellectual composition of his class. But a loose format would have made the use of the "look" technical questions to be completed within the book by the student not only easier but left the rest of the book readable, a great saving for the college of school even if it put up the unit cost. Certainly, where business education is being given, teaching staff should have a look at this "integrated approach", even if it does seem to assume that the young mind today is something of a tabula rasa.

Inside the lump

Andrew Robertson

Organisation and Procedures in the Construction Industry. By Peter A. Ward. Macdonald and Evans £4.25, 7121-1530 7.

Why are labour-only sub-contractors self-employed labourers, in the building industry called "the lump"? Because they stick in the industry's throat? More likely because they expect to be paid lump sums of cash. The lump is a relatively new arrival in the construction industry, but now important enough to have its place in the members of the team in the process of building.

The purpose of the book (and each chapter is led by a list of

objectives to be attained in reading it) is to provide learning material for the examinations of the Technician Education Council Level 1 Unit, Organisation and Procedures. To this end it has been tailor-made by the author and technical editor and should match precisely the student's needs. Also the text is broad enough to meet part of the requirements of the Building Trades Employers Site Management Training and Education Scheme.

It has a logical presentation, beginning with the economic setting and structure of the industry and moving on to the procedures within the industry, including design, the meeting of statutory controls, contracting, tendering, payment and standards and codes of practice. The student reader can test his progress by attempting the questions at the end of each chapter.

Among contributors to the Extra:

David Whitehead lectures at the Institute of Education, London University. Andrew Robertson lectures at the Polytechnic of Central London.

Batchelor lectures at the City University, a centre for banking and international finance. Cedric Sandford is Professor of Economics at the University of

Steps on the ladder

Andrew Robertson on management

The Managerial Woman. By Margaret Henning and Anne Jardine. Pan £1.20, 330 25825 7.

The Effective Executive. By Peter Drucker. Pan 95p, 330 02507 4.

Managing for Results. By Peter Drucker. Pan 95p, 330 43150 1.

Like the recently promoted black police inspector, women entering senior positions in the professions and in business attract disproportionate publicity, underscoring the fact that a woman judge, a woman bank manager and a woman broker at Lloyd's are still matters for amazement.

The Managerial Woman, which is an American book based on American research and published in hard covers in Britain two years ago, could be said to apply to the British business scene, and for that reason may be of help and guidance to girls considering going into industry. The authors are Harvard graduates and PhDs as well as management consultants and have looked closely at what influences a girl into taking up a managerial career, having in their first section gone over the fairly familiar Freudian ground of sex distinction in early life.

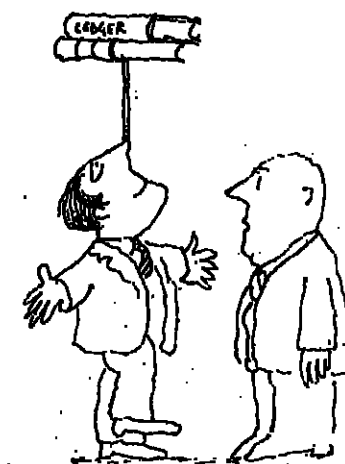
Of a sample of businesswomen whose backgrounds they analysed and the substance of which comprises the second section they

found that nearly all of them had been either only children, or elder by a wide margin, or thrown into the only child state by divorce or some other happening within the family. Most of them developed a close relationship with their fathers, became leaders in class or games, envied boys their "freedom" (that is, they did not have to be protected in puberty against sexual adventures) and had their fathers' support in entering higher education. Their business careers usually began as secretary/personal assistant in a rising executive. At university half of them had read economics or business studies, a few mathematics, the rest humanities but none science. The relationship with their boss was that which they had previously taken towards their fathers and their university teachers. As their boss climbed the hierarchy they went with him and found that they then had male subordinates. To establish a working relationship (its not out whether a helpful man was interested in the job or the woman) they dressed quietly and behaved reservedly, but in their mature years reverted to being openly feminine. If they married they continued their careers with the husband's help.

In the third part the authors consider what jobs women can do (it is noticeable that in Britain many managerial women enter business in the personnel function) but set no hard and fast rules. Read in conjunction with the final chapter on companies and the man who run them it should give girls a useful slant on business as a career.

Both Drucker books have been with us a long time, and Professor Drucker is one of the group of American management teachers, who have had strong influences on British management thought and action. He writes not only clearly but in a racy, entertaining way which, for some readers, may undermine his intellectual standing which would be chiefly lost. In brief, the first book offers a set of guidelines to make a manager use his time and energy effectively. The other has a similar theme but is more broadly based on business policy and the commitment of the manager to his company's aims.

Can I see your qualifications again, Mr Cook?



Questions from the past

Richard Wilkinson on economic and social history

Objective Tests in Economic and Social History from 1700 to the Present Day. By E. J. Radley. Hodder and Stoughton, £1.75, 340 23079 7.

Objective and Completion Tests in O Level History: British Social and Economic History 1700-1970. By Ernest Clarke, J. R. Green, A. Hill and R. Longdon. John Murray, £1.25, 7195 3627 8.

Here we have two useful little books. E. J. Radley's approach is simpler, his one-answer questions less demanding. His objective tests could be tackled by secondary pupils at any stage of a five-year O level or CSE course. The book has an attractive cover and some of his tests are based on drawings, cartoons, maps and diagrams. There

are suggestions for project and development work at the back, for the most part admirably realistic and constructive.

Ernest Clarke and his colleagues cater specifically for O level candidates. Many of the questions are demanding, and sometimes there is more than one correct answer. In other tests the candidate has to cope with assertions and reasons. As in Mr Radley's book, the usual topics are covered, ranging in time from the agricultural revolution to air transport and in scope from textiles to religion. There are 22 papers, each designed to be worked and marked within 40 minutes.

It is impossible to fault either of these books. The questions are clear and the answers given at the back so far as I can see are correct. My only criticism is that inevitably the issues raised are dull. For instance little challenge is involved in select-

ing the great hymn-writer of the Methodist movement from John Wesley, Charles Wesley, James Woodford, George Whitefield and Isaac Watts—though certainly the thought of James Woodford's hymns is delightful. It would be more interesting to debate whether "Christ whose glory fills the sky" is sentimental escapism, profound truth, romantic poetry or meaningless drivel. But you could hardly list the right answer at the back!

The authors themselves are tenably modest about their objectives. Mr Clarke claims that his tests provide a diagnostic tool: Mr Radley believes that "objective" questions "can be used imaginatively and provide effective stimulus to classroom discussion". This is no doubt true, though computerised history does have its limitations. If knowledge and appreciation of the past is to be assessed in this way, these books can be safely recommended.

In mint condition

Henry Pluckrose on a children's introduction to finance

Money. By Weiner Klist. Ruggert, Hart Davis £2.25, 247 12800 7.

If your family is anything like mine, the sections of the quality Sunday papers which are never read are those featuring finance and city news. The headlines telling of bull and bear markets and variations in the terms of trade seem to dull the brain and encourage the reader to hasten on to sport or politics. While I am sure that the author of this little book is not aiming to turn fourth-year juniors into avid readers of *The Financial Times*, he certainly manages (if the children I have shown it to are anything to

go by) to introduce them to the world of banking quite painlessly.

The approach Mr Klist uses is the story line—what Michael saw when he spent a day in a Swiss bank, how David spent his pocket money, the visit that Mario made to the Bavarian Mint. Written as a series of direct reports, the text manages effortlessly to cram in a mass of technical information. Cheque cards, automatic dispensers, exchange rates, current and savings accounts, paper money, stocks and shares and terms like legal tender are defined and explained as well as a host of other aspects of the banking world—from safe boxes to personal, governmental and international finance.

Overall, this is an excellent little volume, well illustrated and thoughtfully presented. It deserves to find a place on the library shelves of primary and secondary schools where it will prove useful for both individual and class work. It is spoilt by two small blemishes which the publishers may be able to remove when the book is reprinted. Is it really necessary to debase an intelligent appraisal of a serious topic by including two pages of cheap cartoons? If the cartoons disappear there will be space for the one thing it is lacking—an index. I am afraid that if a 10-year-old turned to this book for some information on fiduciary issues he would be an "unconscionable time-a-searching".

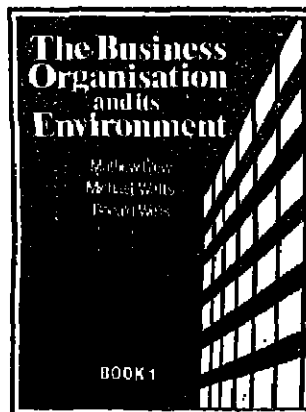
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Hampshire County Council

Highbury College of Technology

Portsmouth

Head of Department of Marine Engineering (Grade IV)

Applications are invited from chartered engineers in either Marine Engineering or Naval Architecture, with good teaching and administrative experience. Salary scale: £8,727 to £9,774 per annum, under review.

Further details and application forms from: The Secretary, Highbury College of Technology, Dovecourt Road, Cosham, Portsmouth PO6 2BA. Telephone: Cosham 383131, Ext. 247.

DEPARTMENT OF SCIENCE

HEAD OF DEPARTMENT

GRADE IV

NORTH-EAST LIVERPOOL TECHNICAL COLLEGE

Muirhead Avenue East, Liverpool, L11 1ES

Applications are invited for this senior post which will become vacant on May 1, 1980, when the present holder retires.

Forms and further details from the Principal at the College.

Closing date February 15, 1980.

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SOUTH GLAMORGAN COUNTY COUNCIL

Welsh College of Music and Drama

Senior Lecturer in Drama

Applications are invited for the above post to take effect from September 1980 or earlier if possible. The successful candidate who must have a Degree qualification or equivalent will be required to fulfil the responsibility for television and radio studies throughout the Drama Department of this new purpose-built College. Experience in directing plays and Theatre in Education would be regarded as an additional qualification.

For further information and application forms write to: The Registrar, Welsh College of Music and Drama, Castle Grounds, Cathays Park, Cardiff CF1 3EP and should be returned within two weeks of the appearance of this advertisement.

F. J. Adams, Director of Education, Education Offices, Kingsway, Cardiff.

SOUTH GLAMORGAN COUNTY COUNCIL

BARRY COLLEGE OF FURTHER EDUCATION

Lecturer Grade I in Hotel Reception Studies and Administration

Salary £3,480 to £5,988

Required with effect from 1st February, 1980, or as soon as possible thereafter, in the Department of Catering Studies.

Applicants should possess appropriate professional qualifications and have had good hotel experience. Qualified teachers should be desirable. The person appointed will be required to assist in the teaching of City and Guilds of London Institute Course No. 700 Hotel Reception and the teaching of business studies to City and Guilds Courses 706/1 and 2 and to other students in the Catering Department. An interest in the development of T.E.C. Programmes would be expected. The salary will be determined in accordance with the Barrow Scale for Teaching Staff in Establishments of Further Education. Further details and application forms may be obtained from the Principal, College of Further Education, Colcot Road, Barry CF6 8YJ (Barry 732521), to whom they should be returned within 14 days of the appearance of this advertisement.

F. J. Adams, Director of Education, Education Offices, Kingsway, Cardiff.

SALFORD COLLEGE OF TECHNOLOGY

DEPARTMENT OF SECRETARIAL STUDIES

Applications are invited for

LECTURER 1/2

TO TEACH

OFFICE ORGANISATION

FURTHER PARTICULARS FROM

The Principal

Frederick Road, Alford M6 6PU

Tel: 061-736 6541

SOUTH CHESHIRE COLLEGE

Principal Lecturer in Engineering

Particulars and application form from

the College, Dane Bank,

Avenue, Crewe. Tel. Crewe 69133

11th February, 1980

COLLEGES OF
FURTHER EDUCATION
continued

DEVON
SOUTH DEVON TECHNICAL COLLEGE, PLIMMOUTH
The college is seeking applications for the post of Lecturer in Mechanical Engineering. The successful candidate will be responsible for the teaching of Mechanical Engineering to students on the college's two-year programme. The post is full-time and involves a salary of £12,000 per annum. Applications should be sent to the Principal, South Devon Technical College, Plymouth, PL1 2AA.

DURHAM
DURHAM COLLEGE OF FURTHER EDUCATION
The college is seeking applications for the post of Lecturer in Mechanical Engineering. The successful candidate will be responsible for the teaching of Mechanical Engineering to students on the college's two-year programme. The post is full-time and involves a salary of £12,000 per annum. Applications should be sent to the Principal, Durham College of Further Education, Durham, DH1 1TA.

HAMPSHIRE
FARNBOROUGH COLLEGE OF FURTHER EDUCATION
The college is seeking applications for the post of Lecturer in Mechanical Engineering. The successful candidate will be responsible for the teaching of Mechanical Engineering to students on the college's two-year programme. The post is full-time and involves a salary of £12,000 per annum. Applications should be sent to the Principal, Farnborough College of Further Education, Farnborough, Hants, GU14 7AL.

HILLINGDON
HILLINGDON COLLEGE OF FURTHER EDUCATION
The college is seeking applications for the post of Lecturer in Mechanical Engineering. The successful candidate will be responsible for the teaching of Mechanical Engineering to students on the college's two-year programme. The post is full-time and involves a salary of £12,000 per annum. Applications should be sent to the Principal, Hillingdon College of Further Education, Hillingdon, Middx, UB8 3PH.

LONDON
INNER LONDON EDUCATION AUTHORITY
The authority is seeking applications for the post of Lecturer in Mechanical Engineering. The successful candidate will be responsible for the teaching of Mechanical Engineering to students on the authority's two-year programme. The post is full-time and involves a salary of £12,000 per annum. Applications should be sent to the Director, Inner London Education Authority, 100 Abchurch Lane, London EC4N 3DF.

SALOP**SHROPSHIRE**
SHROPSHIRE COLLEGE OF FURTHER EDUCATION
The college is seeking applications for the post of Lecturer in Mechanical Engineering. The successful candidate will be responsible for the teaching of Mechanical Engineering to students on the college's two-year programme. The post is full-time and involves a salary of £12,000 per annum. Applications should be sent to the Principal, Shropshire College of Further Education, Shrewsbury, Shropshire, SY1 1AA.

WARWICKSHIRE
WARWICKSHIRE COLLEGE OF FURTHER EDUCATION
The college is seeking applications for the post of Lecturer in Mechanical Engineering. The successful candidate will be responsible for the teaching of Mechanical Engineering to students on the college's two-year programme. The post is full-time and involves a salary of £12,000 per annum. Applications should be sent to the Principal, Warwickshire College of Further Education, Warwick, CV3 9EF.

WEST YORKSHIRE
WEST YORKSHIRE COLLEGE OF FURTHER EDUCATION
The college is seeking applications for the post of Lecturer in Mechanical Engineering. The successful candidate will be responsible for the teaching of Mechanical Engineering to students on the college's two-year programme. The post is full-time and involves a salary of £12,000 per annum. Applications should be sent to the Principal, West Yorkshire College of Further Education, Leeds, LS1 1AA.

WARRINGTON
WARRINGTON COLLEGE OF FURTHER EDUCATION
The college is seeking applications for the post of Lecturer in Mechanical Engineering. The successful candidate will be responsible for the teaching of Mechanical Engineering to students on the college's two-year programme. The post is full-time and involves a salary of £12,000 per annum. Applications should be sent to the Principal, Warrington College of Further Education, Warrington, Cheshire, WA1 1AA.

WILTSHIRE
WILTSHIRE COLLEGE OF FURTHER EDUCATION
The college is seeking applications for the post of Lecturer in Mechanical Engineering. The successful candidate will be responsible for the teaching of Mechanical Engineering to students on the college's two-year programme. The post is full-time and involves a salary of £12,000 per annum. Applications should be sent to the Principal, Wiltshire College of Further Education, Swindon, Wiltshire, SN1 1AA.

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DUBLIN
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The college is seeking applications for the post of Lecturer in Mechanical Engineering. The successful candidate will be responsible for the teaching of Mechanical Engineering to students on the college's two-year programme. The post is full-time and involves a salary of £12,000 per annum. Applications should be sent to the Principal, Dublin College of Further Education, Dublin, D01 X123.

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BEXLEY LONDON BOROUGH
ERITH COLLEGE OF TECHNOLOGY
Balvedere, Kent DA17 6JA
Principal: D. F. Glover, M.A., B.Sc., F.C.S., F.B.I.M.
Applications are invited for the following posts to take effect as soon as possible:
LECTURER GRADE II IN MODERN LANGUAGES
Required to assist in administration of the Language Section within the Department of Professional and Business Studies. A good command of English, preferably with German or Spanish, required together with substantial appropriate teaching experience. (Ref.P.1.)
LECTURER GRADE II IN SECRETARIAL STUDIES
Required to assist in administration of courses within the Department of Professional and Business Studies. Good qualifications in a range of secretarial skills together with substantial teaching and commercial experience are essential. (Ref.P.2.)
BURNHAM TECHNICAL SALARY SCALES (Including London Allowance) (UNDER REVIEW):
LECTURER GRADE II: £4,800-£7,548
LECTURER GRADE I: £3,870-£6,381 (according to qualifications and experience).
Application forms and further particulars from the Senior Administrative Officer, Erith College of Technology, Tower Road, Balvedere, Kent (ER17 6JA) (quote reference of post), to whom they should be returned within two weeks of the appearance of this advertisement.
The Council operates an enhanced scheme of fringe benefits for staff, including payment of legal fees for house purchase, removal expenses and disturbance allowances.

HERTFORDSHIRE
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Lancashire County Council
BLACKPOOL & FYLE COLLEGE
of Further and Higher Education
FACULTY OF ACADEMIC STUDIES
L.I. Mathematics and Computing Studies. Ref.: AB4/2/7
FACULTY OF CONSTRUCTION & ENGINEERING
L.I. Fitting/Machining (E.L.T.B. "off the Job" Training). Ref.: CB2/3/8
L.I. Mechanical Engineering Craft Studies—two posts. Ref.: CB2/1/4 and 5
FACULTY OF COMMERCIAL & PROFESSIONAL STUDIES
L.I. Business Studies. Ref.: CP4/1/4
FACULTY OF ART & DESIGN
L.I. Technical Illustration. Ref.: AD6/1/4
Further details and application form from The Principal, Blackpool & Fylde College of Further & Higher Education, Ashfield Road, Blackpool, Blackpool FY2 0SH, Lancashire, to be returned by 15 February, 1980.

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ROYAL MILITARY COLLEGE OF SCIENCE

Shrivenham, Swindon, Wiltshire

A RESEARCH SCIENTIST

is required for a one-year project in the Mathematics and Ballistics Department at the College.
The work will involve a computer program development of existing simulations of vibrations of mechanical systems, in particular, beams.
A suitable candidate would have a degree in mathematics and a working knowledge of FORTRAN or HNC/HND in appropriate subjects and a working knowledge of FORTRAN. An interest in the application of numerical methods for solving problems on the vibration of mechanical systems is desirable.
The appointment would be for a period of one year at a salary of £2,410 p.a.
The successful candidate would be expected to commence work in about April 1980. The Royal Military College of Science is an establishment of the Ministry of Defence. It stands in extensive grounds occupying an attractive position in the Vale of the White Horse in the Oxfordshire/Wiltshire borders. It affords excellent sports recreational and social facilities. Accommodation may be available at the College.
Further information and application forms may be obtained from the Civilian Admin. Office, Royal Military College of Science, Shrivenham, Swindon, Wiltshire, SN6 8LA; Telephone 0793 782551. Ext. 1241. Please quote reference HQ 120/157. Closing date for applications, 15 February, 1980.

Three years' teaching in the RAF can help you make the most of your science qualification.

The Royal Air Force is looking for people with degrees or HNCs in engineering subjects or a Teaching Certificate in mathematics or science to become Education Officers.
Following your initial officer training and a short education specialist course, you will start adult teaching. Your students could range from young apprentices and technicians at our schools of technical training to officers on post-graduate courses.
The atmosphere throughout is one of high professionalism. Your students are keen to learn, class sizes are small and the teaching aids first-class.
You may also have the opportunity, through in-service training, to improve your professional qualifications up to post-graduate level.
Apart from teaching, the RAF offers you valuable management experience. At an early stage, you may find yourself organising a planning course or controlling training resources. The work is stimulating, rewarding and a useful background for civilian teaching or training management.
The work is also vital. You help to maintain the high technical standards that make the RAF the efficient fighting force it is.
You may choose to spend from 3 to 6 years in the RAF with opportunities for further service. Depending on your qualifications and experience, your starting salary will range from £4,352 to £7,433. When you leave you will receive a gratuity, at present £721, for each year of service.
You should be under 29½, though exceptionally we shall consider candidates up to age 38½.
If the challenge of a career as an RAF Education Officer appeals to you, send in the coupon below to Squadron Leader P. L. Graves, BSc, MSc, RAF. Alternatively, call in at your local RAF Careers Information Office—address in the phone book.

To: Sqn Ldr P. L. Graves, BSc, MSc, RAF, Officer Careers, (949 TD/1), London Road, Stanmore, Middlesex HA7 4BZ.
Please send me information about Education officer careers.
Name _____ Date of birth _____
Address _____
Please enclose a separate note listing your present and/or intended educational qualifications. Formal application must be made in the UK.

MINISTRY OF DEFENCE

WELBECK COLLEGE

Workshop, Notts S80 3LN

There will be a vacancy in September, 1980, for a member of the

ARTS DEPARTMENT

at this Army 8th form boarding school for boys intending to enter Sandhurst.
A young qualified graduate is required who will be primarily responsible for teaching colloquial German but must also be able to offer one or more of English, history, geography, or economics. In addition to their 'A' levels, all boys study a modern language, English and a general Arts course.
All teachers are required to help with extra-curricular activities and preference will be given to those able to assist with the coaching of senior rugby or hockey teams.
This will be a resident post and a choice of suitable accommodation for a married teacher with a family can be offered.
Teachers at Welbeck are civil servants but are members of the Teachers' Superannuation Scheme.
Appointment as either Junior Master (about Burnham Scale 2) or Senior Master (about Burnham Scale 4) according to age, qualification and experience.
Please write or telephone (0909 476326) for full details. Applications must be received within 14 days from the date of this advertisement. AW1546.

Nottinghamshire College of Agriculture

Brackenhurst, Southwell, Notts. NG25 0DF

Appointment of Vice-Principal

Applications are invited from suitably qualified and experienced men or women for the post of Vice-Principal to commence duties on 1st September, 1980.
The current salary (which is under review) is within the range £7,086 to £7,905 plus £720 per annum supplement.
Further details and application forms are available from and returnable to: The Director of Education, Further Education Section (Ref. P.2), County Hall, West Bridgford, Nottingham NG2 7QP, telephone: Nottingham (0602) 653506, ext. 3208.
The closing date receipt of applications is 15th February, 1980.

Nottinghamshire County Council
Nottingham NG2 7QP

PROFESSIONAL ASSOCIATION OF TEACHERS

CHIEF EXECUTIVE
GENERAL SECRETARY

The Association is seeking to appoint someone with good experience in the education field and in employer/employee relationships to act as Chief Executive/General Secretary of the rapidly growing independent teachers trade union of 20,000 members.

He/she should have a strong commitment to the philosophy of the Association, whose cardinal rule states "Members shall not go on strike under any circumstances", and must be able to assume responsibility for the overall running of the Association, which entails working closely with its Council and advising and assisting with its future development, including policy.

The salary is negotiable in the range of £12,000 to £15,000. A car may be provided, removal expenses will be refunded if necessary. The post is pensionable.

Further information can be obtained from the Acting Chief Executive, 5 Wilson Street, Derby DE1 1PG, to whom a S.A.E. (9.15-6.15) should be sent.

Education Department

ASSISTANT
EDUCATION
OFFICER

PO2(1), £7,704 to £8,520

Applications are invited for this senior appointment in the Administration, Finance and Personnel Services Division of the Education Department. In the first instance the successful applicant will be responsible for developing and supervising the financial administration within the department and will have other duties in connection with personnel matters.

Applicants should hold a university degree or equivalent, and have wide experience in Local Government administration.

Assistance with housing, removal and resettlement expenses in approved cases.

Car allowance payable.

Application forms and further details obtainable (S.A.E.) from the County Education Officer, Education Department, County Hall, Grinstead Street, Ipswich, to be returned as soon as possible and by February 15 at the latest.

Suffolk County Council

Solomon Islands

Senior
Lands Officer
(Policy and Research)

Up to £9,690 p.a. (plus allowances)

Candidates should hold either a degree in Land economy or an equivalent degree. They should also possess a post graduate qualification in land economy, or land administration or have three years' experience in land administration in a developing country. This post would be suitable for an administrative officer with land experience. Duties will include research into land settlement, the land aspects of planning studies, assisting in the formulation of land administration policy and the co-ordination of staff training.

Salary includes a substantial tax-free allowance paid under British overseas aid programme. Basic salary benefits 26% gratuity. Benefits include free passages, generous paid leave, children's holiday, salt passages and education allowances, staff allowance, appointment grant and interest-free car loan.

The terms on which civil and public servants may be released if selected for appointment will be subject to agreement with their present employers.

For full details and application form write quoting MD/1306/TC.

Crown Agents

The Crown Agents for Overseas Governments and Administrations, Recruitment Division,
4 Millbank, London SW1P 3JQ.

ADMINISTRATION
continued

General

KENT

The Governors of Tonbridge School, Tonbridge, Kent, TN11 9JF, invite applications for the post of Assistant Education Officer. The successful applicant will be responsible for the day-to-day running of the school and will be expected to act as a link between the school and the local education authority.

Applicants should be graduates with a degree in Education or a related subject. They should have at least five years' experience in education and be able to speak and write in English. The salary is £12,000 to £15,000 per annum.

Further information can be obtained from the Headmaster, Tonbridge School, Tonbridge, Kent, TN11 9JF.

Application forms and further details obtainable (S.A.E.) from the County Education Officer, Education Department, County Hall, Grinstead Street, Ipswich, to be returned as soon as possible and by February 15 at the latest.

For full details and application form write quoting MD/1306/TC.

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For full details and application form write quoting MD/1306/TC.

LONDON REGIONAL
EXAMINING BOARD

Applications are invited for the post of Assistant Education Officer. The successful applicant will be responsible for the day-to-day running of the school and will be expected to act as a link between the school and the local education authority.

Applicants should be graduates with a degree in Education or a related subject. They should have at least five years' experience in education and be able to speak and write in English. The salary is £12,000 to £15,000 per annum.

Further information can be obtained from the Headmaster, Tonbridge School, Tonbridge, Kent, TN11 9JF.

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COMMONWEALTH INSTITUTE

Vacancy

Education Department

Applications are invited from qualified graduate teachers for the post of

ASSISTANT TEACHER

Successful teaching experience plus experience overseas (preferably in a Commonwealth country) is essential.

The successful applicant will join a small team who are responsible for the day-to-day running of the school and will be expected to act as a link between the school and the local education authority.

Applicants should be graduates with a degree in Education or a related subject. They should have at least five years' experience in education and be able to speak and write in English. The salary is £12,000 to £15,000 per annum.

Further information can be obtained from the Headmaster, Tonbridge School, Tonbridge, Kent, TN11 9JF.

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MISCELLANEOUS

Appointments

continued

THE BIRMINGHAM

CENTRAL MISSION

MUSIC

TEACHERS

continued

HERTFORDSHIRE

COUNTY COUNCIL

EDUCATION DEPARTMENT

MUSIC

TEACHERS

continued

SANDWELL

MUSIC

TEACHERS

continued

OXFORDSHIRE

COUNTY COUNCIL

EDUCATION DEPARTMENT

MUSIC

TEACHERS

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SANDWELL

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OXFORDSHIRE

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EDUCATION DEPARTMENT

MUSIC

TEACHERS

continued

SANDWELL

MUSIC

TEACHERS

continued

OXFORDSHIRE

SUMMER TEACHING VACANCIES

ENGLISH AS A FOREIGN LANGUAGE

We shall be taking on extra staff in our Centre in Bournemouth for the periods 23 June-5 July; 7 July-27 September; 7 July-2 August; 4 August-30 August and 1-27 September, 1980.

We are looking for graduates and/or certified teachers with T.E.F.L. qualifications and experience.

If you are interested in working in a well-established, forward-looking school please write for further details, state periods available and enclose a Curriculum Vitae, to —

D. Ferris, Principal, European Language and Educational Centre, 26 Dean Park Road, Bournemouth BH1 1HZ.

If you do not receive a reply to your application within four weeks please assume that it has not been successful.

Craft & Technology

There are immediate vacancies on these DES Courses:

N622 "CDT for children with special needs" — April, York

N624 "Primary Education — Construction Activity" — April and July, York

Closing date for both courses — mid-February

Further details from DES Teachers Branch (short courses)

Department of Education and Science

Blanchard House, York Road, London SE1 7TH Telephone 01-923 9222.

LA SAINTE UNION COLLEGE OF HIGHER EDUCATION SOUTHAMPTON

Courses for Teachers of Swimming

The following courses leading to A.S.A. qualifications will be offered during the Easter vacation, April 7th-12th, 1980.

- Preliminary Teacher's Certificate.
- Teacher's Swimming Certificate.
- Advanced Teacher's Certificate.
- Synchronised Swimming Teacher's Certificate.
- Preliminary Teacher's Synchronised Swimming Certificate.

Course Director: Mrs. M. Goring, F.I.S.T.

Tuition Fee: £12.00.

Meals and accommodation available.

Further details and application forms (S.A.E.) from: T. Randall (Ref. TES), P.E. Dept. L.S.U. College of Higher Education, The Avenue, Southampton, Tel. (0703) 28761.

UNIVERSITY OF OXFORD

Department of Educational Studies

ADVANCED STUDIES IN EDUCATION

The Department offers three types of advanced qualifications:

1. RESEARCH DEGREES: M.Litt. and D.Phil. Some studentships are available.
2. M.Sc. IN EDUCATIONAL STUDIES: A one-year course in either the Governance of Education, administration, organisation and planning or Curriculum Studies in either Science (including science, mathematics or geography), English or Modern Languages. Applicants must hold a good honours degree or its equivalent.
3. SPECIAL DIPLOMA IN EDUCATIONAL STUDIES: A one-year course for experienced graduate and non-graduate teachers. Topics for study include administration and organisation, curriculum studies, sociology, psychology, planning, comparative education, philosophy of education.

Further details and application forms are available from the Administrator, Department of Educational Studies, 15 Northam Road, OX2 6PY.

English as a Foreign Language

BARKING AND DAGENHAM

London University of Education is seeking a qualified teacher to teach English as a Foreign Language (EFL) in Barking and Dagenham. The successful candidate will be responsible for the teaching of English to non-native speakers. The post is full-time and involves a salary of £10,000 per annum. Applications should be sent to the Director of Education, Barking and Dagenham, 100 High Street, Barking, Essex, SS11 1AA.

BRENT

London University of Education is seeking a qualified teacher to teach English as a Foreign Language (EFL) in Brent. The successful candidate will be responsible for the teaching of English to non-native speakers. The post is full-time and involves a salary of £10,000 per annum. Applications should be sent to the Director of Education, Brent, 100 High Street, Brent, London, W9 1AA.

COURSE LEADERS AND TUTORS—E.F.L.

Applications are invited from graduates and teachers for posts as Course Leaders and Tutors in English as a Foreign Language (EFL) courses. The successful candidates will be responsible for the teaching of English to non-native speakers. The posts are full-time and involve a salary of £10,000 per annum. Applications should be sent to the Director of Education, Brent, 100 High Street, Brent, London, W9 1AA.

ENGLISH TEACHER IN PARIS

Our Language School is looking for an experienced English teacher to teach in Paris. The successful candidate will be responsible for the teaching of English to non-native speakers. The post is full-time and involves a salary of £10,000 per annum. Applications should be sent to the Director of Education, Brent, 100 High Street, Brent, London, W9 1AA.

SUMMER AND SUMMER COURSE DIRECTORS

£100 to £150 per week

TEACHERS

£100 to £150 per week

KENT

London University of Education is seeking a qualified teacher to teach English as a Foreign Language (EFL) in Kent. The successful candidate will be responsible for the teaching of English to non-native speakers. The post is full-time and involves a salary of £10,000 per annum. Applications should be sent to the Director of Education, Kent, 100 High Street, Kent, London, W9 1AA.

LONDON W1

Private school requires teachers of English and French. Salary £10,000 per annum. Applications should be sent to the Director of Education, London W1, 100 High Street, London, W1 1AA.

MANCHESTER

Teachers and course directors for English and French. Salary £10,000 per annum. Applications should be sent to the Director of Education, Manchester, 100 High Street, Manchester, M1 1AA.

NORFOLK

East Anglian Schools of English is seeking a qualified teacher to teach English as a Foreign Language (EFL) in Norfolk. The successful candidate will be responsible for the teaching of English to non-native speakers. The post is full-time and involves a salary of £10,000 per annum. Applications should be sent to the Director of Education, Norfolk, 100 High Street, Norfolk, London, W9 1AA.

OLDHAM

Metropolitan Borough of Oldham is seeking a qualified teacher to teach English as a Foreign Language (EFL) in Oldham. The successful candidate will be responsible for the teaching of English to non-native speakers. The post is full-time and involves a salary of £10,000 per annum. Applications should be sent to the Director of Education, Oldham, 100 High Street, Oldham, London, W9 1AA.

OVERSEAS

Good commission paid to agents and teachers in foreign countries. Practical business administration. School Management. Teacher, China, Japan, Korea, etc.

SURREY

Quoted in the Times Educational Supplement. 1979. 1980. 1981. 1982. 1983. 1984. 1985. 1986. 1987. 1988. 1989. 1990. 1991. 1992. 1993. 1994. 1995. 1996. 1997. 1998. 1999. 2000. 2001. 2002. 2003. 2004. 2005. 2006. 2007. 2008. 2009. 2010. 2011. 2012. 2013. 2014. 2015. 2016. 2017. 2018. 2019. 2020. 2021. 2022. 2023. 2024. 2025. 2026. 2027. 2028. 2029. 2030. 2031. 2032. 2033. 2034. 2035. 2036. 2037. 2038. 2039. 2040. 2041. 2042. 2043. 2044. 2045. 2046. 2047. 2048. 2049. 2050. 2051. 2052. 2053. 2054. 2055. 2056. 2057. 2058. 2059. 2060. 2061. 2062. 2063. 2064. 2065. 2066. 2067. 2068. 2069. 2070. 2071. 2072. 2073. 2074. 2075. 2076. 2077. 2078. 2079. 2080. 2081. 2082. 2083. 2084. 2085. 2086. 2087. 2088. 2089. 2090. 2091. 2092. 2093. 2094. 2095. 2096. 2097. 2098. 2099. 2100. 2101. 2102. 2103. 2104. 2105. 2106. 2107. 2108. 2109. 2110. 2111. 2112. 2113. 2114. 2115. 2116. 2117. 2118. 2119. 2120. 2121. 2122. 2123. 2124. 2125. 2126. 2127. 2128. 2129. 2130. 2131. 2132. 2133. 2134. 2135. 2136. 2137. 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